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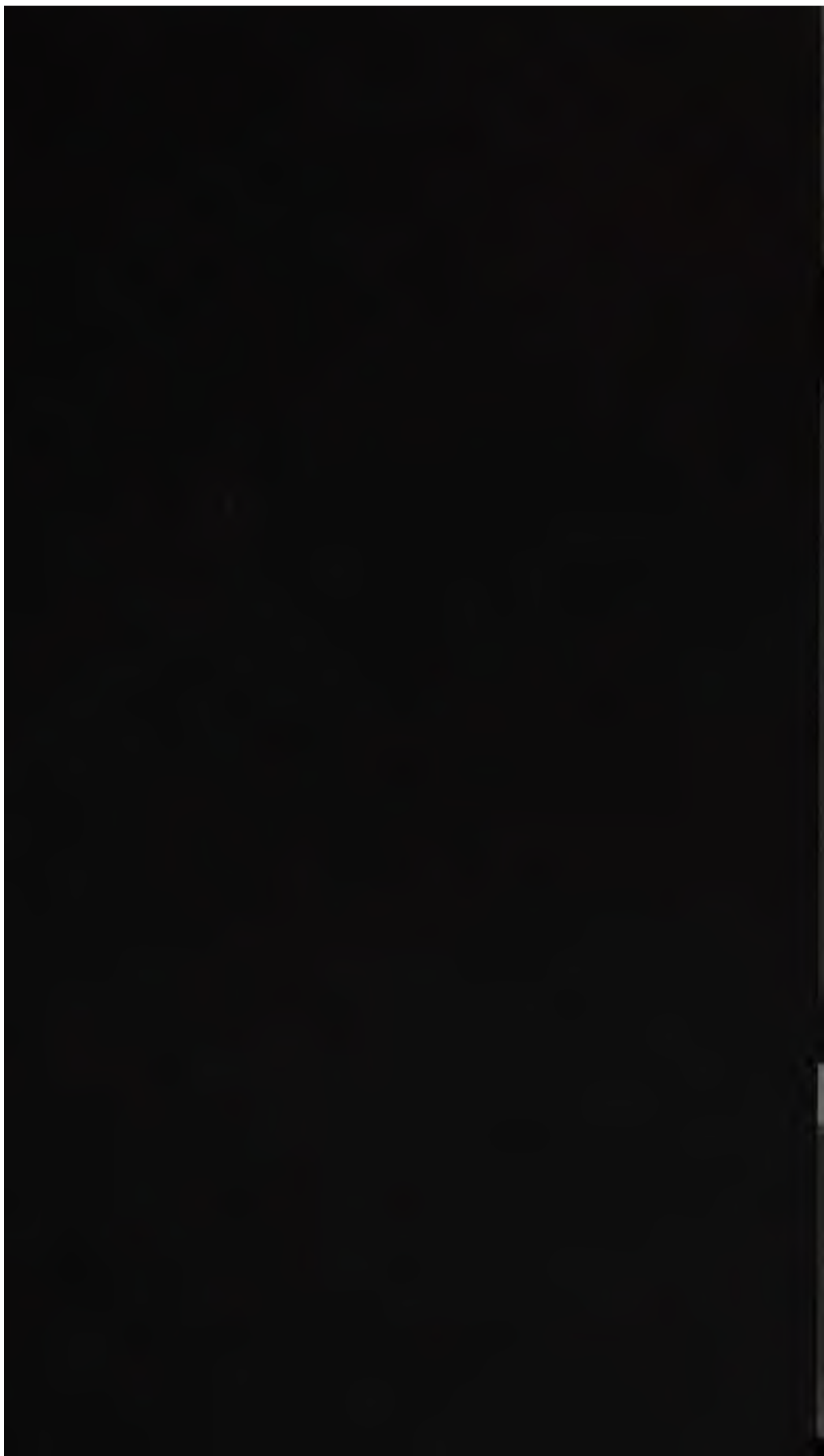
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THIRTY-SEVENTH ANNUAL REPORT

OF THE

**BOARD OF EDUCATION,**

TOGETHER WITH THE

THIRTY-SEVENTH ANNUAL REPORT

OF THE

**SECRETARY OF THE BOARD.**

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PUBLIC DOCUMENT.....

.....No. 2.

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THIRTY-SEVENTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

THIRTY-SEVENTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

1872-73.



JANUARY, 1874.

BOSTON:

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1874.



# CONTENTS.

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<b>I. REPORT OF BOARD OF EDUCATION,</b>	<b>Page</b>
	<b>5-11</b>
<b>II. SECOND ANNUAL REPORT OF THE STATE DIRECTOR OF ART-EDUCATION, WITH AN APPENDIX,</b>	<b>55-81</b>
<b>III. REPORTS OF VISITORS OF THE NORMAL SCHOOLS,</b>	<b>13-32</b>
At Framingham.	
At Westfield.	
At Bridgewater.	
At Salem.	
At Worcester.	
<b>IV. REPORT OF VISITORS OF THE STATE NORMAL ART-SCHOOL,</b>	<b>33-48</b>
<b>V. REPORT OF THE TREASURER OF THE BOARD,</b>	<b>49-54</b>
<b>VI. REPORT OF SPECIAL AGENT OF THE BOARD,</b>	<b>83-88</b>
<b>VII. REPORT OF GENERAL AGENT OF THE BOARD,</b>	<b>91-103</b>
<b>VIII. REPORT OF THE SECRETARY OF THE BOARD,</b>	<b>105-150</b>
<b>IX. ABSTRACTS OF SCHOOL COMMITTEES' REPORTS,</b>	<b>1-229</b>

## APPENDIX.

<b>X. ABSTRACT OF SCHOOL COMMITTEES' STATISTICAL RETURNS,</b>	<b>i-cv</b>
1. Tabular Statement of Returns,	ii
2. Recapitulation,	lvi
3. Evening Schools,	lix
4. Reformatory Schools,	lx
5. Graduated Tables, 1st, 2d and 3d Series,	lxi-cv



# ANNUAL REPORT.

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The Board of Education respectfully submit to the legislature of the Commonwealth their Thirty-Seventh Annual Report.

While this Board has no direct control over the Common Schools of the State, it may affect them indirectly, and most efficiently, through those diversified agencies which have for their object the training of Common School teachers.

In the first place, to the Board is entrusted the care of the four Normal Schools of the State. These schools, during the past year, have admitted and have graduated more pupils than in any former year of their existence. The success of Normal Schools has been more marked and satisfactory, and their improved methods of teaching have been better understood and more fully and cordially appreciated the past year than ever before. The universal experience of mankind in every other department of skilled labor, instructs us that the schools of the Commonwealth can never become what they should be, except by the labors of well-trained teachers. The relations of the Normal Schools to the State are such, and so intimate, as to warrant their most liberal support and encouragement. In order that their methods of teaching may be fully illustrated and made more practically useful, they urgently need ample philosophical and chemical apparatus, and greatly enlarged cabinets, and more thorough courses of study.

Such encouragement and prestige ought to be given by the State to normal pupils, that the Normal Schools shall be filled with young men and young women of the best order of talent and of highest aspirations. This is now only partially accom-



plished by furnishing free tuition, by the payment in part of traveling expenses, and by the opportunity of diminishing the price of board. Very much more can be achieved by a more ample equipment of our Normal Schools and making them still more efficient, and by permitting the diplomas awarded to Normal graduates under the authority of the State, to take the place of certificates granted by the school committees of towns. By adopting this last suggestion, Common School teachers would sustain a certain *official* relation to the State, which, while it would lend dignity to their position, would also involve corresponding obligations on their part toward the Commonwealth.

It is attributable to the relations which Prussian teachers are permitted to hold to the State, that the ablest and best men are willing to assume the teacher's profession, and to remain in it with constantly augmenting capacity for usefulness for a lifetime.

Pupils who enter the Normal Schools should be encouraged to complete the prescribed course of study, and to graduate before entering upon the duties of teaching. Nor should a teacher consider himself, nor should he be esteemed, as trained for his work until he is master of the philosophy of teaching, as well as of the branches to be taught. While the Normal Schools should be held responsible for their graduates, they should be deemed responsible for no others.

The Board of Education also hold a relation to the Common Schools through Teachers' Institutes, now held in different parts of the State during portions of the year. Eight of these institutes have been held during the past year. The Secretary of the Board is entrusted with their management, assisted by the General Agent of the Board and by such teachers as the Secretary may call to their assistance. It is gratifying to learn that these institutes are received everywhere with great favor. They are called by the Secretary "Traveling Normal Schools," and at present seem to be the chief means by which improved methods of teaching and of school organization are presented to the people and to the mass of teachers of the Commonwealth. The institutes have been attended this year by about the same numbers as before, and the teacher-pupils have been quite as much interested in institute instruction and work; but inas-

much as school committees are under no legal obligation to close their schools for the opportunities afforded by an institute, and teachers are under no obligation to attend them even when conveniently accessible, the attendance is generally too small and too irregular for the attainment of the largest and best results they are so eminently adapted to impart. If the State furnishes money and agents and varied equipments for the teachers of the State through institutes of instruction, why should it not also constrain their attendance upon them? If the Board of Education, by the permission of the legislature, could exercise authority in this regard, in proportion to their opportunities for its wise and wholesome use, they would be able to convert the Teachers' Institutes into most useful and powerful agencies for the education of the teachers of the State, and for the diffusion of a more wholesome public sentiment upon the subject, paramount in a free State, of popular and universal education.

Cousin, in his "Account of German Schools," says,—

"Those who argue against the expediency of universal education, are not deserving of an answer. Those who, admitting this, maintain that the supply of education should, like other articles of industry, be left to follow the demand, forget that here demand and supply are necessarily coëxistent and coëxtensive; that it is education which creates the want which education alone can satisfy. Those again, who, conceding all this, contend that the creation and supply of this demand should be abandoned by the state to private intelligence and philanthropy, are contradicted both by reasoning and fact. The interference is necessary to assure the education of the people. All experience demonstrates this. No countries present a more remarkable contrast in this respect than England and Germany.

"In the former, the state has done nothing for the education of the people, and private benevolence more than has been attempted elsewhere; in the latter, the government has done everything, and has left to private benevolence almost nothing to effect. The English, however, are the lowest, and the German people the highest, in the scale of knowledge. All that Scotland enjoys of popular education above the other kingdoms of the British Empire, she owes to the state; and among the principalities of Germany, from Prussia down to Hesse-Cassel, education is uniformly found to prosper exactly in proportion to the unremitted watchfulness of the government. There are two countries in Europe which have excited the special wonder and com-

miseration of the honest Germans,—wonder at the neglect of the government, commiseration for the ignorance of the people. These countries are France and England.”

This was the state of things when Cousin wrote his famous report. All that has been done since to elevate and extend popular education in England or in France has been done by the government.

To those who have given much earnest consideration to the subject, it is evident that the principle of support by the State of our Public Schools to the extent, at least, recognized in the half-mill tax, is fundamental to the success of all schemes for the improvement and elevation of our school system. Without the necessary aid which this will afford to more than two hundred towns, they cannot make, and ought not to be expected to make, much further advance. They are, many of them, already grievously taxed, and to require more, is to convert taxation into tyranny. With this aid towns will pay more adequate salaries to teachers, and thus create a demand for those more thoroughly competent to do their work; they will increase the length of their schools; they will speedily exchange their unwholesome and ill-contrived school-houses for those more adapted to their uses; they will supply these schools with books of reference, with apparatus for illustration and with cabinets of natural objects, which will take the place of unsatisfactory descriptions found in books; and last, though not least, they will more cheerfully obey, and have less temptation to violate the laws relating to truancy and to school attendance.

By trial it has been proven that whenever a town or city is provided with a good superintendent of schools, in that town or city the best schools exist. A superintendent is able to make his schools a personal study, so as intelligently to direct their modes of teaching, to appreciate their deficiencies and supply their wants. The Prussian schools are subject to a thorough supervision. The state watches over their management, as well as provides their support. The minister of public instruction, through subordinate officers, has control of all the schools of the state, from the national University down to the Primary Schools of a parish. Even Private Schools do not escape the

assiduous watchfulness of the state. In this way the poorer schools, in rural and remote districts, can be nourished from the national treasury, and enjoy the supervision of learned men appointed by the state.

This supervision implies that they are, in a measure, State Schools, and that the state is under obligation to care for them, so that any child, no matter in what part of the state he may live, shall have the opportunity of obtaining as good an education as any other child.

Perhaps this end may be best secured by districting the State, and supplementing the State and municipal supervision at present in operation. Each city, in general, might be made to constitute one of these districts, employing at least one superintendent, who shall devote his whole time to the business of his office. The rest of the State not included in the cities, might be divided into districts containing about two hundred teachers each. To each of these districts outside the cities, a district superintendent or commissioner of schools might be appointed by the Board of Education, whose salary might be determined by the Board or by the legislature itself.

As a large portion of the proceeds of the half-mill tax will be distributed to the schools through the State, the salaries of the superintendents might be paid therefrom, leaving still the means of greatly extending the terms of the respective schools. Besides, this would be but just, since the cities would continue to pay the salaries of their superintendents as at present.

It will be no part of the duty of these superintendents to displace any of the local authorities now controlling our schools, or any of the wisdom by which they are now counselled. On the contrary, they will aid and strengthen them; they will visit the schools in company with the local committees, counsel the teachers in regard to the best methods of instruction and government, and by lectures and otherwise seek to awaken an increased interest in this great instrumentality of the public welfare.

Through the agency and coöperation of these district superintendents, convocations of teachers, in the nature of teachers' institutes, might be held in convenient localities, at suitable intervals of time, and at moderate expense, if any, where, by themselves, or with such aids as might be secured, educational

subjects might be discussed, and the wisdom of each be made the wisdom of all.

Under such rules and regulations as the Board of Education might adopt for the guidance of the superintendents, they might constitute, in whole or in part, examining boards, before whom candidates might appear and receive certificates of qualification for the responsibilities of teachers in the various grades of our schools, which certificates might be made sufficient in law for a given period, whenever the local authorities should be pleased to accept them, but which should not preclude reëxamination by such authorities. If such examinations were had at the convocations above named, a new motive would be furnished both committees and teachers to secure their attendance.

A memorial to the legislature, through the appropriate committee, covering the proposed changes, will in due time be submitted by the Board.

The State Normal Art-School, for the establishment of which provision was made by an Act passed at the last session of the legislature, was opened on the 6th of November last, in the upper rooms of the building leased by the State at No. 34 Pemberton Square, in Boston. The number of pupils admitted was seventy-five. By subsequent admission the number of pupils has been increased to upwards of a hundred, all of whom are either actually engaged as professional teachers of drawing in the Public Schools of the State, or are intending to qualify themselves to become such. The sum appropriated for the establishment of this important institution was \$7,500, which was only half the amount deemed necessary by the Board for the undertaking. About half of the sum appropriated has been expended in fitting up and furnishing the school-rooms, and in purchasing the requisite models, casts and copies. The balance is insufficient to pay the salaries of the instructors for the session of the current year, which terminates on the 6th of May next. The legislature is therefore respectfully requested to make an additional appropriation, both to meet the deficiency of the present year and to provide for the wants of the next year.

The detailed report of the Visitors, giving full information respecting the organization and working of the school, together with the report of the Director of Art-Education, containing an account in detail of the progress which has been made during

the past year in the department of industrial drawing, is herewith submitted.

For the particulars of the action of the Board in regard to the new Normal School located by the State at Worcester, reference may be had to the report of the Visitors of that school.

WILLIAM B. WASHBURN, *ex officio*,  
THOMAS TALBOT, *ex officio*,  
JOHN D. PHILBRICK,  
PHILLIPS BROOKS,  
HENRY CHAPIN,  
ALONZO A. MINER,  
GARDINER G. HUBBARD,  
WILLIAM RICE,  
CONSTANTINE C. ESTY,  
EDWARD B. GILLETT,

*Board of Education.*

BOSTON, January 23, 1874.



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REPORTS OF VISITORS

OF THE

NORMAL SCHOOLS.

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# R E P O R T S .

## FRAMINGHAM.

The past year has been one of continued prosperity to the school, and the Visitors have found their intercourse uniformly pleasant and harmonious. There has been a steady and satisfactory attention to study on the part of the pupils, and most efficient and thoughtful activity on the part of the teachers.

The statistics for the year are as follows:—

Graduates for the winter term, 1872-73,	. . .	19
“ “ summer “ 1873, Seniors,	. . .	13
“ “ “ “ “ Advanced,	. . .	10
Pupils who left without graduating,	. . .	9
Died, . . . . .	. . .	1
Advanced class, winter, 1873-74, . . . . .	. . .	7
Seniors, . . . . .	. . .	17
Second, . . . . .	. . .	27
Third, . . . . .	. . .	16
Fourth, . . . . .	. . .	34
Total, . . . . .	. . .	153
Number admitted February, 1873, . . . . .	. . .	16
“ “ September, “ . . . . .	. . .	32
Average age of those admitted in February, . . .	18.5 yrs.	
“ “ “ “ September, . . . . .	17.4 “	

Six States and the District of Columbia are represented. Maine sends 2; New Hampshire, 10; Vermont, 4; New York, 3; New Jersey, 1; Massachusetts, 131; District of Columbia, 2.

Of the counties in Massachusetts, Middlesex sends 69; Worcester, 36; Norfolk, 20; Franklin and Suffolk, each 2; Bristol and Hampden, each 1.

Of the towns, Framingham sends 15; Marlborough, 11; Milford, 9; Newton, 8; Needham, 7; Chelmsford, Hopkinton, Medway and Southborough, each 4; Ashland and Stoneham, each 3; Acton, Boston, Brookfield, Brookline, Dover, Franklin, Maynard, Natick, Upton, Westborough and Winchendon, each 2; Auburn, Bellingham, Cambridge, Concord, Douglas, Grafton, Groton, Holliston, Holyoke, Lancaster, Leominster, Lunenburg, Melrose, Mendon, Millbury, New Salem, Northborough, Northbridge, Orange, Paxton, Pepperell, Petersham, Sherborn, Somerville, Stowe, Sudbury, Taunton, Templeton, Tyngsborough, Walpole, Watertown, Wayland, Westford, Westminster, Winchester, Worcester and Wrentham, each 1.

The fathers of the pupils are: mechanics, 38; farmers, 34; manufacturers, 18; traders, 15; physicians, 10; clergymen, 6; architects, county commissioners, lawyers, miners, pedlers and teamsters, each 2; agent, banker, book-keeper, butcher, cloth inspector, employé of Boston water board, gardener, hotel-keeper, justice of the peace, miller, naval officer, police officer, professor, railroad employé, sea-captain, soldier, surveyor and telegraph operator, each 1.

Lectures have been given during the year by Professor W. P. Atkinson, Prof. Sanborn Tenney and Mr. C. C. Perkins.

At the beginning of the spring term, Miss Hyde, who had returned from Europe, after a year's absence, took the classes in literature again, and Miss E. F. Locke was appointed teacher of drawing for that term. Miss Eaton resigned her place at the close of the first term, and Miss Caldwell, a graduate from the advanced class, was appointed to fill it. Miss Lecraw, of the same advanced class, was appointed teacher of drawing, but her health failing, she was obliged to resign, and Miss Locke was re-appointed.

A new class of seven entered the second course in September.

The children's school is in excellent condition, and numbers as many as there is room for. It is an invaluable aid to Normal School work, and has awakened the interest of the young ladies in actual teaching to an unusual degree.

There is great need of improvement in ventilation, especially in the new part of the school building.

The frictional electric apparatus has been repaired by E. S. Ritchie, and is in excellent condition.

A manikin has also been purchased. Other apparatus is needed for experiments in chemistry and physics. It is also desirable to have a room fitted with tables for practice in simple chemical experiments, and there is one on the first floor which could be easily taken for that purpose. The library-room in the third story still waits to be put in order. A new piano is much needed. There has been no addition to the school furniture for many years, except tables for the drawing-room.

The new rooms added to the building four years ago were scantily furnished with furniture from the other rooms.

Tables, chairs, settees and some clocks are now needed.

During the year the outside of the school building and a portion of the interior were painted, and the grounds have been improved by grading and cultivation and the setting out of ornamental and fruit trees. The outlays for these purposes, during the coming year, will be quite small.

There still continues a pressing need of a more ample supply of water, which, as recommended by a former Board of Visitors, must be taken from the river. The bathing apparatus has not been used for several years, because of this want. The health and convenience of the occupants of the boarding-house, and the security of the building against fire, render it important that this supply be furnished at the earliest practicable time.

We refrain, however, from recommending an appropriation for that purpose the coming year, because of the considerable amounts which will be asked for by the Board, for the completion and furnishing of other Normal School buildings at this time.

HENRY CHAPIN,  
C. C. ESTY,

*Visitors.*

JANUARY, 1874.

## WESTFIELD.

The statistics of this school are as follows for the year ending July, 1873 : Ladies, 130 ; gentlemen, 17 ; total 147.

Of this number Hampden County furnished 57 ; Franklin, 28 ; Hampshire, 13 ; Berkshire, 12 ; Worcester, 10 ; Middlesex, 2. State of Connecticut, 11 ; Vermont, 2 ; Pennsylvania, 2 ; Illinois, 1 ; California, 1 ; Ohio, 1 ; New Jersey, 1 ; North Carolina, 1 ; total, 147.

## Graduates for fall and winter term, 1872-73 :

Ladies,	.	.	.	.	.	.	.	19
Gentlemen, .	.	.	.	.	.	.	.	2
Total, .	.	.	.	.	.	.	—	21

## Graduates for spring and summer term, 1873 :

Ladies,	.	.	.	.	.	.	.	28
Gentlemen, .	.	.	.	.	.	.	.	4
Total, .	.	.	.	.	.	.	—	32

## Whole number of graduates :

Ladies,	.	.	.	.	.	.	.	47
Gentlemen, .	.	.	.	.	.	.	.	6
Total, .	.	.	.	.	.	.	—	53

## Number in entering class of fall and winter term, 1872-73 :

Ladies,	.	.	.	.	.	.	.	35
Gentlemen, .	.	.	.	.	.	.	.	2
Total, .	.	.	.	.	.	.	—	37

## Spring and summer term, 1873 :

Ladies,	.	.	.	.	.	.	.	22
Gentlemen, .	.	.	.	.	.	.	.	5
Total, .	.	.	.	.	.	.	—	27

## Whole number entered during the year :

Ladies,	.	.	.	.	.	.	.	57
Gentlemen, .	.	.	.	.	.	.	.	7
Total, .	.	.	.	.	.	.	—	64

## Average age of those who entered :

Ladies,	. . . . .	18 yrs. 1 mo.
Gentlemen,	. . . . .	20 yrs. 9 mos.
General average,	. . . . .	18 yrs. 4 mos.

Occupation of parents : farmers, 30 ; mechanics, 9 ; manufacturers, 8 ; clergymen, 3 ; merchants, 2 ; teachers, 2 ; confectioner, 1 ; physician, 1 ; postmaster, 1 ; unknown, 7.

## Number of those who received state aid, fall and winter term, 1872-73 :

Ladies,	. . . . .	56
Gentlemen,	. . . . .	4
Total,	. . . . .	— 60

## Whole number spring and summer term of 1873 :

Ladies,	. . . . .	41
Gentlemen,	. . . . .	2
Total,	. . . . .	— 43

## Whole number who have received aid during the year :

Ladies,	. . . . .	97
Gentlemen,	. . . . .	6
Total,	. . . . .	— 103

A noticeable fact in the above report is, that the proportion of the number of students who graduated to those who entered is very large. The number of students who pursued the "advanced courses" is fourteen. In addition to this, forty pupils in the different classes availed themselves of the benefit of the advanced studies.

It will be remembered that the legislature of 1872 made an appropriation of seventy-five thousand dollars for the purpose of providing a boarding-house, which for many years had been a necessity for the school. A committee was appointed and entered at once upon the duty assigned to them. Plans for the building were adopted, and proposals were offered to the competition of contractors. No point was insisted upon by the committee with so much strenuousness and urgency, as that the entire expenditure for placing the building in complete prepara-

tion for occupancy should not exceed the sum appropriated. They had the unhesitating assurance of the architect that this was securely provided for before the work was begun ; and such was their confident belief. Amagial Mayo, of Springfield, contracted to construct the building for \$51,600, leaving \$23,400 to pay for land, heating, lighting and furnishing and other incidental expenses. The site selected combined many advantages. It was formerly a meadow of wet land, which had been prepared for building purposes by ditching and filling. The peculiarities of the soil were particularly and sedulously made known to the architect, who after various tests, and having secured the advice and concurrence of experienced experts, gave his unqualified opinion that the foundations which he had ordered would prove adequate and satisfactory. Deep and expensive and apparently permanent foundations were laid, and the entire structure to a point above the first floor was raised in the fall of 1872. The ensuing spring disclosed the fact that the foundations had settled and failed to such an extent as to compel the taking down of nearly all the structure which had been built, and preparations were made for new foundations by means of extensive piling and deeper excavations. This involved, not only the expense of removing the structure and foundations already laid and of the new work, but in consequence of a delay in the work of nearly a year involved a modification of the original contract with the builder, which, with the expense of grading and the excess over the estimate in the cost of heating, and in increased incidental expenses, amounted in all to such a sum that it is the estimate of the architect that ten thousand and six hundred dollars will be required to render the building ready for complete occupation. And your Committee recommend that the legislature be requested to make an appropriation of ten thousand and six hundred dollars for that purpose.

Your Committee take especial pleasure in reporting a most satisfactory and thrifty condition of the school in all its departments. It is fortunate, not only in the rare and eminent qualifications of the principal and in his unfailing zeal and devotion, but in having a corps of assistants whose intellectual qualifications and personal qualities and enthusiasm in their duties have secured the highest esteem from all those who are acquainted with their methods of work.

The sum appropriated for preparing an art-room has been most judiciously and effectively expended. The room has been commodiously and tastefully fitted up, the walls have been skillfully decorated with models and drawings and specimens of art, under the deft and dexterous manipulation of Mrs. J. W. Dickinson, the accomplished instructor in this department, under whose inspiration it is constantly increasing in efficiency and popularity.

The apparatus for warming the school building is worn out and dilapidated, and is entirely inadequate, and we recommend an appropriation for the purpose of purchasing new apparatus.

EDW. B. GILLET,  
WILLIAM RICE,

*Visitors.*

## BRIDGEWATER.

The Visitors take pleasure in reporting that, during the past year, this school has been in a highly prosperous condition. The practical, efficient and devoted principal, aided by the hearty coöperation of his excellent corps of assistants, has conducted all the operations of the school, and labored for the promotion of its interests in the most satisfactory manner.

There has been no change in the teaching staff. It is as follows: A. G. Boyden, A. M., Principal, G. H. Martin, F. H. Kirmayer, B. P. Russell, Eliza B. Woodward, Mary H. Leonard, Clara A. Armes and Mary A. Currier. Miss Leonard, who has been a teacher in the school for six years, has been granted leave of absence for the next term for the purpose of visiting Europe. It will be necessary to employ a substitute during her absence, and the Visitors are of the opinion that the teacher so employed, if successful, should be retained permanently, that the principal may have more time to superintend the different departments, and to meet the growing demands of the school in all directions.

The teaching of the pupils is very good, and they are well trained morally. But a new instrumentality is needed to render the institution a complete Normal School, and that is a Practising School for the practical training of the pupils in the art of teaching and governing, and it is hoped that arrangements may be made with the school authorities of the town of Bridgewater for securing such a school.

A course of six lectures on the geological structure and resources of the western part of our country was delivered to the school, in April last, by Prof. Sanborn Tenney, of Williams College. These lectures, giving the results of the personal observations and thorough study of the lecturer, were highly interesting and valuable.

Prof. Walter Smith, State Director of Art-Education, has given one instructive lecture on drawing in connection with the course of drawing-lessons, which he has outlined for the school.

The appropriation of \$600, made by the last legislature for fitting up an art-room for drawing, has been judiciously expended, under the direction of Prof. Smith, in connection with



the Principal. The result is, that the room appropriated to this purpose has been supplied with drawing-desks of the most approved pattern, and drawing-boards and instruments, together with the valuable casts and models which had previously been imported from London. These new facilities for teaching drawing have been put to good use by Miss Woodward, who has taken special pains with this branch of instruction.

The boarding-hall continues in successful operation without any increase in the current expenses.

The addition to the boarding-hall, for the erection of which an appropriation was made by the last legislature, is nearly finished, and it will be ready for occupancy at the beginning of the next term. Owing to some unforeseen items of cost, the appropriation will not be sufficient to complete the furnishing of the hall. A small additional appropriation will be needed to meet this deficit.

Mr. Boyden deserves great credit for the faithful, judicious and efficient manner in which he has superintended all the operations in connection with the building of the boarding-hall, without any extra compensation.

A new fence around the school grounds cannot be longer delayed. The fence between the school lot and the town lot adjoining had to be removed for the enlargement of the hall, and is unfit to be replaced. Most of the rest of the fence is in a dilapidated condition. It is recommended that the Board ask for an appropriation for the proper inclosure of the grounds.

The town has built fire-reservoirs near the school buildings, with the expectation that the State would pay one-third of the cost.

The school building and the boarding-hall, as enlarged, have been insured on a term policy for five years from Nov. 18, 1873.

It is suggested that permission be granted by the Board to apply the share of the income of the Todd Fund coming to this school, to the purchase of additional copies and models for drawing, physiological apparatus and a large globe.

But few additions have been made to the library during the past year. Hon. B. W. Harris, member of Congress, has presented fifteen volumes of Congressional publications.

The statistics of this school for the year 1873, are as follows :—

Number of pupils admitted during the year : gentlemen, 19 ; ladies, 65 ; total, 84.

Average age on admission : gentlemen, 20.5 years ; ladies, 19 years ; general average, 19.3 years.

Number who had previously taught : gentlemen, 7 ; ladies, 23 ; total, 30.

Number in attendance, spring term : gentlemen, 28 ; ladies, 122 ; total, 150. Fall term : gentlemen, 30 ; ladies, 115 ; total, 145.

Whole number in attendance during the year : gentlemen, 39 ; ladies, 159 ; total, 198.

Number of graduates for the year : gentlemen, 11 ; ladies, 33 ; total, 44.

Number who have received state aid : gentlemen, 4 ; ladies, 27 ; total, 31.

Number admitted since the beginning of the school, 2,082.

Number graduated since the beginning of the school, 1,240.

Of the 84 pupils admitted in 1873, Bridgewater sent 7 ; Boston, 4 ; Freetown, Fairhaven, New Bedford, 3 each ; Abington, Berkley, Hanover, Petersham, Quincy, 2 each ; Acushnet, Brewster, Charlestown, Charlton, Chatham, Chelsea, Danvers, Dennis, East Bridgewater, Everett, Easton, Fall River, Falmouth, Medway, Middleborough, Milford, Mansfield, Needham, Nantucket, North Bridgewater, Plymouth, Plympton, Randolph, Rochester, Sandwich, Scituate, Somerset, Stoneham, Stoughton, Taunton, Wellfleet, Westminster, Weston, Yarmouth, 1 each ; Lewiston, Me., 2 ; Hampden, Livermore Falls, Moscow, 1 each ; Acworth, N. H., Concord, Dublin, Littleton, Walpole, Milton, 1 each ; Windsor, Conn., 1 ; Washington, D. C., 2 ; Tecumseh, Michigan, 1 ; Camden, S. C., 1 ; Milton, N. S., 1 ; Burmah, 1.

The occupations of their fathers have been given as follows :—

Farmers, 25 ; carpenters, 7 ; boot-makers, 6 ; physicians, sea-captains, 3 each ; box-manufacturers, clergymen, manufacturers, mariners, pension-office, real-estate agents, tailors, 2 each ; boarding-house keeper, blacksmith, book-binder, broker, cooper, fisherman, grocer, jeweller, laborer, lawyer, lumbering, mechanic, merchant, pedler, school superintendent, teacher, trader, trial justice, watchman, store-keeper, 1 each. Unknown, 7.

Of the 198 pupils in attendance during the year, Plymouth County sent 67 ; Bristol, 33 ; Norfolk, 17 ; Barnstable, 16 ; Middlesex, 11 ; Worcester and Suffolk, 10 each ; Essex, 3 ; Franklin and Nantucket, 1 each. The State of New Hampshire sent 15 ; Maine, 5 ; the District of Columbia, 2 ; Connecticut, Rhode Island, Pennsylvania, Michigan, South Carolina, 1 each ; Nova Scotia and Burmah, 1 each. Total, 198.

Nine of the United States, ten counties and sixty-six towns of this State have been represented by the pupils during the year.

JOHN D. PHILBRICK,  
GARDINER G. HUBBARD,

*Visitors.*

## S A L E M .

When the Normal School building at Salem was enlarged and otherwise improved, three or four years ago, it was supposed that it would be fully adequate to the needs of the school for several years. The total seating capacity of the principal room is 210. The number in attendance the past term has been 209, notwithstanding the rejection of one-fourth of all the applicants at the opening of the term. The steady growth of the school in numbers indicates, not only its great popularity, but the probable need of ampler accommodations in the immediate future.

A year ago there were several much-needed rooms in the building unfinished; the room for drawing was unfurnished; and the arrangements for the library, cabinet, apparatus, books of reference and department of chemistry were incomplete. The legislature appropriated \$2,200 for these purposes, of which \$1,538.72 has been expended. The chemical room alone remains to be completed, the work on which, in accordance with a most excellent design, is now in progress, and for which the unexpended balance, \$661.28, is deemed sufficient.

The appropriation last year for the current expenses of the school was \$11,000. The actual expenditure has exceeded this sum (the first time for several years) by \$146.77. The sum of \$210.20 of the appropriation for the preceding year, was not drawn from the treasury. The increased and still increasing numbers, with the addition of the department of drawing, will make the needs of the school for the ensuing year close upon \$12,000.

While the school has been making noticeable progress in numbers and external appointments, it has justified the hopes entertained of it, by the thoroughness of its work. Never, perhaps, has it appeared to better advantage than on its recent public day. There were manifest on all sides promptness, clearness and precision. The ability and fidelity of its excellent principal are seen in every exercise and every method; while the efficiency of his several assistants justifies the wisdom of their selection.

It is a matter of regret that Miss Webb, on account of ill-

health, was obliged to relinquish a portion of her work, making the employment of another teacher necessary. She, however, continued her valuable services in the departments of German and French, Miss E. N. Jones, a recent graduate of the advanced class, taking up English literature and arithmetic. Miss Driver also was compelled to be absent a few weeks before Thanksgiving recess, from the same cause, her place being supplied by Miss Girdler, another recent graduate of the advanced class. The services rendered were satisfactory in both cases.

In the department of drawing, instruction has been given for a few weeks by Mr. Walter S. Goodnough, a pupil of Mr. Walter Smith, whose labors are proving both acceptable and efficient.

1. The whole number of pupils since the opening of the school, September 13, 1854, is 1,678.

The number connected with the school during the first term of the year, was 195 ; during the second term, 209. The number of different pupils during the year was 266.

The number admitted February 11, 1873, was 58 ; average age, 18.26 years. The number admitted August 26, 1873, was 66 ; average age, 17.74 years.

2. Of the 124 pupils admitted during the year, Salem sent 18 ; Lowell, 12 ; Lynn, 10 ; Boston and Newburyport, 6 each ; Gloucester and Saugus, 5 each ; Malden and Peabody, 4 each ; Beverly, Chelsea, Lawrence, Marblehead, Medford, Nahant and Sandwich, 2 each ; Billerica, Charlestown, Danvers, Dracut, Essex, Fitchburg, Groton, Hamilton, Hardwich, Manchester, Middleton, North Andover, North Reading, Petersham, Reading, Rowley, Groveland, Swampscott, Topsfield, Wakefield and Wenham, 1 each.

The State of Maine sent 4 ; New Hampshire, 11 ; Vermont, 1 ; Virginia, 1 ; Indiana, 1 ; and the District of Columbia, 1.

Of the 266 pupils connected with the school during the year, Essex County sent 150 ; Middlesex, 59 ; Suffolk, 9 ; Worcester, 5 ; Bristol, 4 ; Barnstable, 2 ; Nantucket, 1. The State of Maine sent 5 ; New Hampshire, 24 ; Vermont, 1 ; New York, 2 ; Virginia, 1 ; Indiana, 1 ; the District of Columbia, 2.

3. The fathers of the pupils admitted during the year, are, by occupation, as follows : Farmers, 19 ; carpenters, 9 ; sea-cap-

tains, 5 ; merchants and shoe-manufacturers, 4 each ; physicians and shoemakers, 3 each ; carriage-makers, clerks, dry-goods merchants, engineers, harness-makers, lumber-dealers, machinists, manufacturers, oil-merchants, painters, printers and tanners, 2 each ; assistant-postmaster, baker, banker, blacksmith, book-binder, book-keeper, butcher, cigar-maker, clothier, commission-merchant, confectioner, currier, deputy collector of customs, fireman in machine shop, fisherman, gold-leaf manufacturer, grocer, inspector of customs, insurance-agent, janitor, junk-dealer, laborer, lawyer, leather-dealer, machine-operator, mail-carrier, mason, merchant tailor, messenger in patent office, mill overseer, millwright, minister, paper-maker, policeman, postmaster, pump-maker, quarryman, rigger, rubber-manufacturer, ship-builder, shoe-cutter, shoe-dealer, silversmith, soap-maker, soldier, state constable, station-agent, steam-pump maker, stone-cutter, teacher, tinman, visiting agent of board of state charities, and wholesale fruit dealer, 1 each.

4. Of the class admitted in February, 17 had taught school ; of the class admitted in August 13 ; total 30.

5. Number graduated, January 14 : from the regular course, 17 ; number graduated, June 27 : from regular course, 25, from the advanced course, 5.

Whole number of graduates of the school (36 classes), 753.

6. Number of pupils connected with the several classes during the first term of the year : advanced class, 11 ; special student, 1 ; class A (senior), 36 ; class B, 25 ; class C, 59 ; class D, 63.

Number of pupils during the second term : advanced class, 17 ; special students, 3 ; class A, 24 ; class B, 52 ; class C, 47 ; class D, 66.

7. During the first term of the year, 24 pupils received state aid ; during the second term, 23. During the year, 29 different pupils received state aid.

From the income of the Bowditch Fund, 15 pupils were aided during the first term ; 19 during the second term ; making 23 different ones during the year. The amount paid them was \$453.

8. Ten volumes have been added to the general library, and 387 volumes to the text-book library.

A few valuable additions to the philosophical apparatus have been made.

9. A short course of lectures on physical geography has been given to the school by Prof. Sanborn Tenney, and the senior and advanced classes have been favored by Professors Packard and Putnam, of the Peabody Academy, with valuable instruction in natural history.

It only remains to add that the building throughout, including the basement, is kept in admirable condition, and all things appear to be promotive of the ends for which the school is maintained.

A. A. MINER,  
PHILLIPS BROOKS,  
*Visitors.*

JANUARY 23, 1874.

## WORCESTER.

In the Thirty-third Annual Report of the Board of Education submitted to the legislature of the year 1870, among other matters commending the Normal School system, it is stated, "Worcester County alone would fill a Normal School if it furnished as many pupils in proportion to its population as Hampden, without drawing a single pupil from existing schools. It seems desirable therefore that a Normal School should be organized in Worcester County."

In accordance with the foregoing suggestion by the terms of a Resolve which went into effect on the 25th day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors, a tract of land of not more than five acres to be located by the governor and council, within certain limits fixed in the Resolve. An appropriation of \$60,000 was made upon the condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of \$15,000. This condition was promptly complied with. The tract was located by the governor and council, September 2, 1871. And on the 19th day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

The tract of land located is upon Hospital Hill, in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection, a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished. The only objection to the location may possibly be the steepness of the grades of the streets leading to the building, but as the ascending of a hill is generally considered a healthful exercise, especially to the young, there would seem to be no reasonable objection on account of the grade, when we take into consideration the fact that with



each inhalation into the lungs the air becomes more pure until the school-room is reached. The building stands upon an eminence, commands a full view of the city, the various educational institutions which crown the surrounding hills, Mount Wachusett in the distance, and is an object of interest to all who have occasion to observe its beautiful location and its appropriate style of construction. Upon the lot located, it became the duty of the Board to erect a suitable building. It was clear that in view of its exposed situation, the building must be constructed with exterior walls of brick or stone, and the result of much care and consideration was that the Board decided unanimously to build the walls of the best stone from Millstone Hill quarry, in Worcester, and to trim with granite. The cheapness of this kind of wall, and its excellence and beauty, as shown in the walls of Boynton Hall, satisfied us that it was the best, cheapest and most appropriate material for the purpose.

A plan and specifications for a school-house sufficient to accommodate 200 pupils, prepared by A. R. Esty, Esq., architect, was adopted unanimously, and on the 16th day of February, 1872, a contract was executed with Messrs H. & A. Palmer for the erection and completion of the building, with the exception of the granite trimmings, plumbing, heating apparatus and some other matters connected with the use of the building for the purposes of a school.

The amount of the contract with H. & A. Palmer, is	\$52,733 73
Granite trimmings, . . . . .	9,500 00
Grading, fixtures for heating, gas, plumbing and water, . . . . .	2,024 19
Sundries paid, provided for or contracted for, with the exception of furniture and grading and fitting up generally, . . . . .	12,118 58
	<hr/>
	\$76,376 50

Amount appropriated by the State,	\$60,000 00	
Amount paid by city of Worcester,	16,376 50	
	<hr/>	\$76,376 50

There remains to be provided the amount to be paid for arrangements for heating and furnishing the building and completing the necessary grading, &c., of the premises. The Committee have endeavored to ascertain the amount required, and they are confident that a special appropriation of ten thousand dollars is necessary, and will be sufficient for these purposes.

The committee upon the building consisted of Messrs. Rice, Philbrick and Chapin, who have employed Mr. James White, of Worcester, to act as superintendent. Mr. White has performed his duty most faithfully, and it is greatly through his industry, care and skill that the Commonwealth has at Worcester one of the best school-houses in this country, and has probably received as much value, at least for the money expended, taking into account the present standard of prices, as has ever been received in any enterprise of the kind. The location is such that extraordinary and unforeseen expenses of external walls, excavation and grading have necessarily been incurred; but the committee feel confident that no expense has been incurred which is not fully justified by the circumstances of the case, and they appeal with confidence to the judgment of those officials who have charge of the finances of the Commonwealth of Massachusetts for a justification of their expenditures.

The Board of Visitors of the Worcester Normal School, consisting of Messrs. Miner, Brooks and Chapin, has not deemed it advisable to attempt to commence the school during the present winter, for two reasons. First, the building is not yet completed to the acceptance of the Board. Second, the Committee do not feel at liberty to engage instructors and commence the school, until means shall be provided to meet the current expenses without embarrassment or delay.

Acting upon the presumption that an additional Normal School is needed at Worcester, the Board of Education has followed the directions of the Resolve of 1871, and caused to be erected a building which, in their judgment, is desirable, and is ready to organize a Normal School in the same as soon as the condition of the finances will justify the expenditure.

Meantime, the ordinary expenses necessary for heating, insurance and care of the building must be incurred, of course.

Having full faith in the system of Normal Schools, and realizing that the standard of our Common Schools will be very effectually raised by the influence of the instruction which the pupils of the Normal Schools of the State may be qualified to communicate, the Committee earnestly hopes that the means may be provided for the speedy and successful establishment of the school, for which ample and appropriate accommodations have been provided at Worcester.

In behalf of the Building Committee and the Board of Visitors.

HENRY CHAPIN.

## STATE NORMAL ART-SCHOOL.

The most important event of the past year connected with the educational interests of the Commonwealth, was doubtless the establishment of the State Normal Art-School. It is a small institution, with totally unsuitable and inadequate accommodations, and is carried on at an insignificant cost, compared with the vast industrial interests it is designed to promote. But its importance is seen in the purposes which it is intended to subserve. It is an essential element in that system of agencies which the government of the State is beginning to put into operation for the purpose of diffusing art-culture, not only as an indispensable constituent of a competent general education, but as a means of enabling our manufacturers to compete more successfully with the manufacturers of Europe. The material prosperity of the State depends chiefly upon the profits of its manufactories. That these profits might be immensely augmented by the application of a higher artistic skill, is no longer doubted by any well-informed person. The artistic skill hitherto employed in this country, has been, for the most part, derived from foreign countries, because no adequate means of developing it has existed in this country. By cautious experiments, Massachusetts has made a beginning in this new education. The marked and gratifying success of these experiments, as demonstrated in the exhibitions of drawing which have been held, will, it is hoped, induce the legislature to provide, without delay, more adequate means for carrying forward this important educational enterprise. Thoughtful men are everywhere becoming more and more impressed with a sense of the value and importance of technical education, and drawing is now recognized by sound pedagogists as lying at the foundation of all technical education. Other States may easily compete with our own in the production of such manufactured articles as require little science or artistic skill. More than twenty years ago, one of our distinguished statesmen said that if Massachusetts would maintain a leading position as a manufacturing State, she must go into "the skill business"; that is, she must apply her capital to those branches of manufacture which require thorough technical education. This she can do only by means of her schools of technology and her schools of art.

The special purpose of this school is to train teachers of drawing and the arts of design. It is the first institution of the kind established in this country. The necessity of providing this new educational instrumentality became apparent as soon as the attempt was made to carry out the provisions of the law requiring the teaching of industrial drawing,—provisions which had been made in compliance with the request of leading representatives of the great industrial interests of the State. It was in vain to look to private enterprise for the means of qualifying the needed teaching staff. Public provision was indispensable.

A bill providing for the establishment of such a school was submitted to the legislature of 1872, but failed of success. Another year's experience was sufficient to render it apparent to the dullest apprehension, that the attempt to carry forward this great educational improvement without qualified teachers, was a mere waste of time and money, and the alternative which obviously presented itself was, either to abandon altogether the project of developing industrial art, or to provide the requisite means for its execution. The last legislature wisely chose the latter, and enacted as follows :—

[Chapter 47.]

RESOLVE in relation to a State Normal Art-School.

*Resolved*, That there be allowed and paid out of the treasury, the sum of seventy-five hundred dollars, for the expense of a state normal art-school, the same to be expended under the direction of the board of education. [*Approved June 6, 1873.*]

[Chapter 61.]

RESOLVE assigning rooms for the State Normal Art-School.

*Resolved*, That the sergeant-at-arms, with the consent and approval of the commissioners on the state house, be authorized to assign the rooms on the third floor of the house number 33 Pemberton Square, to the board of education, for the use of the state normal art-school. [*Approved June 11, 1873.*]

In pursuance of this provision, the Board of Education, at a meeting held on the first of December last, appointed the undersigned Visitors of the School, with instructions to organize and put it into operation, and take charge of its immediate supervision.

The organization of the school will be found in the papers contained in the Appendix. Prof. Walter Smith, the State Director of Art-Education, was appointed director of the school, by whose advice a very able corps of instructors was secured.

Notice of the proposed opening of the school having been given in six Boston newspapers, and also in papers at Worcester, Springfield, Lowell and New Bedford, on the 6th of November, the candidates for admission assembled for examination. The whole number examined was 77, and of this number 70 were admitted as students, namely:—Morning and afternoon class: women 22, men 13; total 35. Afternoon and evening class: women 22, men 13; total 35.

It was found that a large number of persons who were anxious to enjoy the advantages offered by the school, were totally unaware of the examination, and in response to frequent applications, a subsequent examination was held of 39 persons, of whom 37 were admitted, forming a third class attending in the morning and evening: women 24, men 13; total 37. Thus there have been admitted 107 students, of whom 68 were women and 39 were men.

The cities and towns thus represented are:—

	Total.	Male.	Female.		Total.	Male.	Female.
Boston, . . .	52	22	30	Dudley, . . .	1	1	—
Cambridge, . . .	8	3	5	Somerville, . . .	1	—	1
Newton, . . .	6	2	4	Northampton, . . .	1	—	1
Lynn, . . .	4	1	3	Amherst, N.H., . . .	1	—	1
Malden, . . .	3	1	2	Grafton, . . .	1	—	1
Salem, . . .	3	1	2	Lynnfield, . . .	1	—	1
Quincy, . . .	2	—	2	Peabody, . . .	1	—	1
Fitchburg, . . .	2	—	2	Woburn, . . .	1	1	—
Lowell, . . .	2	—	2	Newburyport, . . .	1	—	1
Bridgewater, . . .	2	1	1	Arlington, . . .	1	1	—
Hyde Park, . . .	2	2	—	Holbrook, . . .	1	1	—
Worcester, . . .	2	—	2	Wakefield, . . .	1	—	1
Springfield, . . .	1	1	—	Reading, . . .	1	—	1
Dedham, . . .	1	1	—	No address, . . .	1	—	1
Winchester, . . .	1	—	1				
Abington, . . .	1	—	1				
Medford, . . .	1	—	1	Total, . . .	107	39	68

Twenty-four of these students are already employed as teachers of drawing in the public day-schools or in the free industrial evening classes, and a number are teachers of private schools or classes. The rest are preparing to become professional teachers. The tuition is free only to such students as are actually engaged as drawing teachers in the State, or as declare their intention to qualify themselves to become such.

Great latitude has been allowed concerning the attendance. Some students could attend two days per week, but not oftener, and if required to attend four days, would have been obliged to forego the benefits of the institution altogether. By admitting several to the classes, who could only thus attend a part of the time, it has been possible to increase the number of students beyond the capacity of the rooms for pupils in daily attendance.

Besides the regular instruction in freehand drawing, painting and designing, there are four courses of lectures given, including eight of the scientific branches of art, so that in addition to the practice required of the students in the artistic subjects, the scientific practice is regarded as of equal importance and as necessitating as much study. Without a practical and theoretical knowledge of both divisions of the subject, a teacher's qualifications must be superficial and comparatively useless, from the point of view of industrial drawing.

The following suggestions and recommendations are made by the director :—

"1. I would propose that next year the school should open on October 1, and close on May 31.

"2. That assistants to Mr. Bartlett and Miss Carter be at once appointed, with the proviso that their engagements are to be for the residue of this term only, and that after the examination in May next, the two assistant instructorships will be filled from among the students who take the diploma of the school, the salary to be \$1,000 for the yearly session. The immediate adoption and announcement of this plan would have a highly encouraging effect on the students, and promotion from the school's own graduates would give additional zest to the studies carried on in the school.

"3. The present course of study is the most elementary part of the subject of drawing. Examination in the several sections

will be held in May, and doubtless many students will pass. They have been promised a diploma when the diploma works have been completed and the examination satisfactorily passed. But this diploma will be for elementary drawing only, and in my arrangement of the studies is called Diploma A.

"Three other diplomas represent the subjects of Painting, Industrial Sculpture, and Instrumental Drawing. Thus the whole curriculum of the school will be,—

"A. Elementary Subjects.

"B. Painting.

"C. Sculpture.

"D. Architecture and Engineering Drawing.

"For each of which branches a diploma should be issued, and for proficiency in all, the degree of Art-Master should be given.

"The present rooms have seats for 72 students at one time, though the half of those who are drawing from objects in the studio are inconveniently crowded, and much in each other's way. For elementary drawing, the school can give comfortable accommodations to only 20 in the studio and 36 in the lecture-room. But there is no provision whatever for the study of the subjects beyond the elementary section A, so that until proper rooms are available, the school must remain an elementary school only.

"Now that the demand for this kind of instruction is proved, and many of the students in attendance expect to give three or four years to the task of preparing themselves for teaching, I think the legislature ought to be asked to provide proper rooms in which the whole subject of industrial art can be satisfactorily studied, both in its elements and its application to industry.

"4. I propose that a janitor or a curator be appointed. The curator should be present at all classes, and have care of the school and its property, and see that the books are properly kept, and work generally under the direction of the instructors. He should be a student of the school, and a fair salary would be \$500 a year for his services, or if Mr. Bartlett's assistant be so employed, his salary to be \$1,000.

"I have to say, in conclusion, that despite the difficulties found in organizing such an undertaking, and of all the difficulties of a new work, the prospects of the school are most encouraging.



Though most of the students have to begin at the beginning, being generally deficient in the elements, a good number of them succeed in some subject, and many are proficient in particular branches of art. They see the need, having often felt it in the past, of a thoroughly sound and searching training in all the elements of art, and though it is a heavy task to begin over again, they are doing so very cheerfully.

"Some few students grieve over their deficiencies, and some who find that great skill comes of great knowledge, and the latter results from continuous and intelligent application to hard work, find greater pleasure in their old delusion that art-power comes of inspiration and natural gifts, requiring no laborious practice, which is therefore distasteful to them. People who have from childhood to middle age been told they could draw, and have believed it, the agreement being so general that they have been employed as teachers of drawing and painters of pictures,—who have, as some have expressed it, attended the Normal Art School *as a mere form*,—have in a few cases found themselves confronted with difficulties from the severely accurate work required of them, which they never felt before, and in their struggles to surmount these difficulties have discovered that they could not draw, and this discovery has left them in that frame of mind which every one experiences whose idols are shattered.

"They have stepped from the top round of a very short ladder, which led nowhere, on to the bottom round of a very long one, which reaches into the upper regions of art, and it will take them some time to transform themselves into new characters,—those of pilgrims, rather than judges,—having to look upwards, studying with anxiety the next steps to be taken, instead of looking downwards, contemplating with satisfaction the difficulties overcome.

"It is necessary that persons who are thus placed should be told that this condition of mind is inevitable to all who begin the study of an old subject in what is to them a new way, and that this sensation is but temporary, disappearing as each step is well and wisely taken. My sympathies are always aroused by the efforts of those who are ready and anxious to learn, but never so much so as when those who become students have already been recognized as masters.

"It is a great fact that an Art-Training School exists in this State whose curriculum and aims are as thorough as those of any European School, the subjects of study being somewhat new; and that this school is limited in its success only by hindrances which time and the increasing value of skilled labor must inevitably remove."

The Visitors take pleasure in reporting that the director, the professors and instructors and the students have worked together harmoniously and with the most commendable zeal for the accomplishment of the objects for which the school is designed.

Thanks to the earnest coöperation of all parties concerned, this beginning of a great work has been wonderfully successful. It is really a marvel of success considering the disadvantages which had to be encountered. But the Visitors wish it to be distinctly understood that it is simply a successful *beginning*, on a very small and inadequate scale. They would urge upon the legislature the imperative necessity of immediately taking measures to provide more suitable accommodations, and generally to carry out the recommendations of the director. There can no longer be a question that the interests of the Commonwealth demand the speedy development of this institution, as an indispensable means of providing a home-supply of the technical and artistic skill which the continued prosperity of the various branches of industry in the State require. As Americans, we are apt to boast of our enterprise, especially in all matters pertaining to popular education; but it is a fact which ought to moderate our disposition to indulge in self-complacency, that since the movement was begun in this State in 1869, in favor of industrial art-education, in several European cities very large and costly establishments for this purpose have been built, and equipped in the amplest manner.

JOHN D. PHILBRICK,  
A. A. MINER,  
PHILLIPS BROOKS,  
JOSEPH WHITE,

*Visitors.*

## APPENDIX.

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### PAPERS RELATING TO THE STATE NORMAL ART-SCHOOL.

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#### [A.]

#### CIRCULAR OF THE MASSACHUSETTS NORMAL ART-SCHOOL.

In view of the great importance of drawing as a branch of education, the legislature, by an Act passed May 16, 1870, made instruction in this branch obligatory in the Public Schools; and required cities and towns containing more than ten thousand inhabitants to make provision for free instruction in industrial drawing to persons over fifteen years of age. This Act met with much public favor, but it was soon found by experience, that it was impossible to realize satisfactorily the benefits intended by the Act, for want of competent teachers. To supply this want, an Act was passed by the legislature at its last session, providing for the establishment and management, by the Board of Education, of a State Normal Art-School. In pursuance of this provision, at a meeting of the Board on the 8th instant, the undersigned having been appointed Visitors of the school, with instructions to organize and put it in operation, and take charge of its immediate supervision, issue this circular for the information of those interested.

#### DESIGN OF THE SCHOOL.

This school is intended as a Training School for the purpose of qualifying teachers and masters of industrial drawing. Its specific aim at present is to prepare teachers for the industrial drawing-schools of the State, who shall also be able to direct and superintend the instruction in this branch in the Public Schools. In the future, it may be necessary to provide for high skill in technical drawing and high art-culture, but the immediate pressing demand is for teachers who know the elementary subjects thoroughly well, and can teach them intelligently and successfully; and this demand the school will aim primarily to supply as far as its limited means will allow, by providing, at the outset, training in the elementary subjects only, but making it as complete and practical as the circumstances will permit.

#### LOCATION.

Accommodations for the school have been provided in the upper stories of the building numbered 33 in Pemberton Square, Boston.

## CONDITIONS OF ADMISSION.

An examination in freehand drawing will be held at the opening of the school of all candidates for admission, and those only who show an aptitude and some proficiency in elementary drawing will be admitted. The number of students for the first year will be necessarily limited, preference being given to the teachers of drawing actually employed in the Public Schools and in the industrial evening classes in the State, the complement being made up of the most promising of the candidates resident in the State, who declare their intention to become teachers of drawing; or, in case of deficiency in the number of these classes of students, other persons, whether residents or non-residents, will be admitted on the payment of a reasonable tuition.

## COURSE OF INSTRUCTION.

The course for the first year only is at present determined. The term Industrial Drawing includes both instrumental and freehand drawing. The former will be taught by lectures given by the professors of the various subjects; and the latter, by individual instruction given by the instructors, who will also superintend the artistic work in the studio, comprising Freehand Drawing, Painting and Designing. Lectures will be given on Architecture and Building Construction, Machine Drawing, Orthographic Projection, Isometric Projection, Projection of Shades and Shadows, Geometric Drawing and Perspective.

## OFFICERS OF INSTRUCTION.

Mr. WALTER SMITH, State Director of Art-Education, Director of the School.

Professor WILLIAM R. WARE, of the Massachusetts Institute of Technology, lecturer on Architecture and Building and Construction.

Professor C. D. BRAY, of Tufts College, lecturer on Machine Drawing and Orthographic Projection.

Professor S. EDWARD WARREN, of the Massachusetts Institute of Technology, lecturer on Isometric Projection and Projection of Shadows.

Professor L. BAKER, instructor of Drawing in Boston Public Schools, lecturer on Geometric Drawing and Perspective.

Mr. G. H. BARTLETT, of the London School of Design, England, and Miss MARY CARTER, Art-Mistress, South Kensington, London, instructors in Freehand Drawing, Painting and Designing.

## SCHOOL YEAR.

The School Year will begin on Thursday, November the 6th, by an examination of candidates, and close on Saturday, May 9th, 1874.

## SESSIONS AND ATTENDANCE.

In order to meet as far as possible the requirements of students in respect to hours of attendance, instruction will be given on Mondays, Tuesdays, Thursdays and Fridays, from 9 A. M. to 2 P. M.; from 3 to 5 P. M., and from 7 to 9 P. M.

Students engaged in teaching drawing will be required to attend four sessions per week, either two mornings and two evenings, two afternoons and two evenings, or two mornings and two afternoons.

Students not engaged in teaching drawing will be required to attend eight sessions per week, four evenings and four mornings or afternoons.

A session will be held on Wednesday of each week, from 3 to 5 P. M., for the benefit of the teachers of the State Normal Schools.

#### EXAMINATION AND DIPLOMA.

For permission to be examined for a diploma, the student will be required to submit twenty-four exercises, the subjects being described in the list of diploma-works. These drawings and paintings are to show whether the student possesses the manipulative skill necessary to teach drawing. If the works pass examination, the student will then be allowed to offer himself for the diploma examination which will be held at the end of the session. This examination having been passed, the student will receive a diploma, testifying to his scientific and artistic qualifications to give instruction in elementary drawing. A student failing to pass an examination in any subject, may present himself again at a future examination, those subjects already passed being recorded in his favor; but he will not receive the diploma of the school until all the subjects of examination have been passed.

#### LIST OF DIPLOMA DRAWINGS,

TO BE DONE DURING THE COURSE OF STUDY, AND HANDED IN FOR PERMISSION TO BE EXAMINED.

##### *Instrumental Drawing.*

1. A sheet of Geometrical Problems.
2. " " Perspective "
3. " " Orthographic Projection.
4. " " Isometric "
5. " " Details of Building Construction.
6. " " Machine Drawing.
7. " " Projection of Shadows.

##### *Freehand Drawing.*

8. A sheet of Model Drawing, in pencil outline.
9. " " " " shaded in chalk.
10. " " " " " sepia, Indian ink, or neutral tint,
11. " " " " rubbed or stumped.
12. An Outline Drawing of ornament from the cast, in pencil.
13. " " " foliage, from nature.
14. " " " the human figure, from the flat.
15. " " " animal form, from the cast.
16. " " " a piece of furniture, chair, table, etc.
17. A Shaded Drawing in chalk, of ornament, from the cast.
18. " " " sepia or Indian ink, " "
19. An original design to fill a geometric form, from a plant.
20. A design for a wall-paper, carpet or any common object.

21. A specimen lesson in blackboard drawing and dictation drawing.
22. A Painting in water color of a flower, from copy.
23. Analysis of styles of historical ornament.
24. Botanical analysis of a plant, for the purpose of designs.

## EXAMINATION FOR DIPLOMA.

The above drawings having been submitted and approved, time examinations for the completion of the diploma will be held at the end of the annual session, on the following subjects:—

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. Plane Geometrical Drawing. | 7. Architectural Drawing.     |
| 2. Perspective Practice.      | 8. Model Drawing, from solid. |
| 3. Perspective Theory.        | 9. Drawing from Memory.       |
| 4. Orthographic Projection.   | 10. Drawing from Dictation.   |
| 5. Isometric Projection.      | 11. Historical Ornament.      |
| 6. Projection of Shadows.     | 12. Harmony of Color.         |

JOHN D. PHILBRICK,  
A. A. MINER,  
PHILLIPS BROOKS,  
JOSEPH WHITE,  
*Board of Visitors.*

[B.]

(Form No. 2, 20-10. 1873.)

FORM OF APPLICATION FOR ADMISSION TO THE MASSACHUSETTS NORMAL ART-SCHOOL, 33 PEMBERTON SQUARE, BOSTON.

Date, .....

Name of Applicant (in full) .....

Age, ..... Occupation, .....

Address, .....

One of the following forms is to be filled up, according to the circumstances of the applicant:—

1. I, ..... being a Teacher of Drawing employed in the Public Schools, or Free Industrial Evening Classes, in Massachusetts, namely, at ..... , hereby make application for free admission to the Massachusetts Normal Art-School, and engage to attend four sessions per week, from November 6th to May 9th, and to offer myself for examination at the end of the annual session, if permitted to do so.

2. I, ..... being a resident in the State of Massachusetts, viz.,  
at ..... , and desirous of becoming a qualified Teacher of Drawing,

and intending to teach drawing in the said State after passing the required examinations, hereby make application for free admission to the Massachusetts Normal Art-School, and engage to attend eight sessions per week, from November until May, and to offer myself for examination at the end of the annual session, if permitted to do so.

3. I, \_\_\_\_\_ not being a Teacher of Drawing in the State of Massachusetts, nor a resident therein,—or, if a resident, having no intention of teaching drawing as a profession,—hereby make application for admission as a student of the Massachusetts State Normal Art-School, and will, upon admission, pay in advance the sum of \$50 as a fee for the instruction given in one annual session, from November to May; will also undertake to attend eight sessions per week during the time the school is open, and offer myself for examination at the end of the annual session, if permitted to do so.

This form is to be filled, and signed, and sent to

MR. WALTER SMITH,  
*State Director of Art-Education, South Boston, Mass.*

The candidates approved by the Board of Visitors will be informed that they are to present themselves for examination, at 10 A. M., November 6th; and those who pass the examination will be admitted. The place of examination will be at the school, 33 PEMBERTON SQUARE.

The examination for admission will be in the subjects of Freehand Outline Drawing from copy, and Model Drawing from the solid.

JOHN D. PHILBRICK,  
A. A. MINER,  
PHILLIPS BROOKS,  
J. WHITE,

*State Board of Visitors.*

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[C.]

(FORM No. 3, 1-11. 1873.)

COMMONWEALTH OF MASSACHUSETTS.

DEPARTMENT OF ART-EDUCATION, }  
BOSTON, Nov. 3, 1873. }

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Your application for admission to the Massachusetts Normal Art-School having been approved of by the Visitors, you are hereby requested to present yourself for examination in Freehand and Object Drawing, at the School, 33 Pemberton Square, Boston, at 10 A. M., Nov. 6th—Thursday.

Bring with you pencils and rubber: paper and drawing-board will be supplied.

Yours faithfully,

WALTER SMITH,  
*State Director of Art-Education, Mass.*

Letters in reply to be addressed to WALTER SMITH, State Director of Art-Education, CITY POINT, SOUTH BOSTON, MASS.

[D.]

(FORM No. 4, 1-11. 1873.)

**PROSPECTUS OF THE MASSACHUSETTS NORMAL ART-SCHOOL.**  
33 PEMBERTON SQUARE, BOSTON.

UNDER THE MANAGEMENT OF THE STATE BOARD OF EDUCATION.

**BOARD OF VISITORS.**

**JOHN D. PHILBRICK, LL. D.**  
**REV. A. A. MINER, D. D.**

REV. PHILLIPS BROOKS, A. M.  
HON. JOSEPH WHITE, LL. D.

**DIRECTOR OF THE SCHOOL.**

**WALTER SMITH, . . . . .** *State Director of Art-Education, Mass.*

### OFFICERS OF INSTRUCTION.

*Professors.*

<b>Prof. WILLIAM R. WARE,</b>	<i>Architecture and Building Construction.</i>
<b>S. EDWARD WARREN,</b>	<i>Isometric Projection and Projection of Shadows.</i>
<b>C. D. BRAY,</b>	<i>Machine Drawing and Orthographic Projection.</i>
<b>LUCAS BAKER,</b>	<i>Geometrical Drawing and Perspective.</i>
<b>WALTER SMITH,</b>	<i>Art-Education—Theory and Practice.</i>

***Instructors.***

**Mr. G. H. BARTLETT,** . . . . . *Drawing, Painting and Designing.*  
**Miss MARY CARTER,** . . . . . " " "

### DIARY OF STUDIES.

<i>Day.</i>	<i>Hours.</i>	<i>Subjects of Instruction.</i>	<i>Lecturer and Instructors.</i>
<b>Monday.</b>	9 A.M. to 2 P.M.	Drawing, Painting and Designing, . . .	G. H. Bartlett.
	3 to 5 P.M.	" " " . . .	Mary Carter.
	6 to 8 P.M.	Class Lectures, Geometry and Perspective, . . .	Prof. L. Baker.
	7 to 9 P.M.	Drawing, Painting and Designing, . . .	Mary Carter.
	7 to 9 P.M.	Class Lecture, Building Construction, . . .	Prof. W. R. Ware.
<b>Tuesday.</b>	9 A.M. to 2 P.M.	Drawing, Painting and Designing, . . .	G. H. Bartlett.
	3 to 5 P.M.	" " " . . .	Mary Carter.
	6 to 8 P.M.	Class Lecture, Machine Drawing, etc., . . .	Prof. C. D. Bray.
	7 to 9 P.M.	Drawing, Painting and Designing, . . .	Mary Carter.
	7 to 9 P.M.	Class Lecture, Isometric Projection, etc., . . .	Prof. S. E. Warren.



## SPECIAL CLASS FOR TEACHERS OF NORMAL SCHOOLS.

Wednesday.	2	to 6 P.M.	Freehand and Model Drawing, . . . . .	G. H. Bartlett.
	2	to 6 P.M.	Perspective and Design, . . . . .	Mary Carter.
Thursday.	9 A.M. to 2 P.M.	Drawing, Painting and Designing, . . . .	G. H. Bartlett.	
	3	to 5 P.M.	" " " . . . .	Mary Carter.
	3	to 5 P.M.	Class Lecture, Building Construction, . .	Prof. W. R. Ware.
	7	to 9 P.M.	Drawing, Painting and Designing, . . . .	Mary Carter.
	7	to 9 P.M.	Class Lecture, Geometry and Perspective, .	Prof. L. Baker.
Friday.	9 A.M. to 2 P.M.	Drawing, Painting and Designing, . . . .	G. H. Bartlett.	
	3	to 5 P.M.	" " " . . . .	Mary Carter.
	3	to 5 P.M.	Class Lecture, Isometric Projection, etc., .	Prof. S. E. Warren.
	7	to 9 P.M.	Drawing, Painting and Designing, . . . .	Mary Carter.
	7	to 9 P.M.	Class Lecture, Machine Drawing, etc., . .	Prof. C. D. Bray.

Mr. BARTLETT will also give class lectures from 1 to 2 P.M. on Mondays and Thursdays on the principles of outline drawing, shading and coloring, dictation and memory drawing, and design; similar class lectures will be delivered by Miss CARTER on Mondays and Thursdays from 4 to 5 P.M.

Occasional lectures, by the director of the school and others, on the history and practice of the industrial and fine arts, and upon educational topics, will be delivered. Subject and time of delivery will be posted in the studio.

## REGULATIONS OF THE SCHOOL.

The only drawings allowed to be executed in the school are those required by the professors to illustrate their lectures, and those on the list of diploma-works.

The diploma-works must be made on half-imperial sheets of paper (15 in. by 21½ in.). The order in which these drawings are to be made is stated in numerals on the list [page 47], and departures from this order may be made only by permission of the instructors or professors.

All materials and apparatus required in drawing are to be provided by the students at their own cost, with the exception of drawing-boards and T squares, which will be found in the school.

No boards, squares or examples for instruction can be removed from the school by the students, and any damage done to the property of the school will have to be made good by the student causing it.

The attendance of the students will be registered daily, and absence from the classes will have to be explained to the professor or instructor of the class not attended.

At the class lectures the sketches and illustrations made or used by the professors are to be reproduced by each student, in the manner required by the professors, accompanied by such verbal descriptions as may be deemed necessary.

There will be a recess from 12½ to 1 during the morning session. Students who attend the morning sessions will attend the lectures given in the afternoon; those attending the afternoon sessions will attend the evening lectures.

Each professor will require a certain amount of work to be done by the students, between one lecture and another. This must be regarded as a part of the school-work, as much so as that done in the lecture-room or studio.

The text-books used, or required for reference, will be indicated by the professors of the several subjects. Any diploma-work which, in the opinion of the director, does not show sufficient skill to qualify the student to teach the subject, will be rejected, and must be redrawn before the student proceeds with other subjects.

**LIST OF DIPLOMA DRAWINGS,**

**TO BE DONE DURING THE COURSE OF STUDY, AND HANDED IN FOR PERMISSION TO BE EXAMINED.**

*Instrumental Drawing.*

1. A sheet of Geometrical Problems.
2. " " Perspective "
3. " " Orthographic Projection.
4. " " Machine Drawing.
5. " " Details of Building Construction.
6. " " Isometric Projection.
7. " " Projection of Shadows.

*Freehand Drawing.*

8. A sheet of Model Drawing, in pencil outline.
9. " " " " shaded in chalk.
10. " " " " sepia, Indian ink, or neutral tint.
11. " " " " rubbed or stumped.
12. An Outline Drawing of ornament from the cast, in pencil.
13. " " " foliage, from nature.
14. " " " the human figure, from the flat.
15. " " " animal form, from the cast.
16. " " " a piece of furniture, chair, table, etc.
17. A Shaded Drawing in chalk, of ornament, from the cast.
18. " " " sepia or Indian ink, " "
19. An original design to fill a geometric form, from a plant.
20. A design for a wall-paper, carpet or any common object.
21. A specimen lesson in blackboard drawing and dictation drawing.
22. A Painting in water color of a flower, from copy.
23. Analysis of styles of historical ornament.
24. Botanical analysis of a plant, for the purpose of design.

**EXAMINATION FOR DIPLOMA.**

The above drawings having been submitted and approved, time examinations for the completion of the diploma will be held at the end of the annual session, on the following subjects:—

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. Plane Geometrical Drawing. | 2. Perspective Practice.      |
| 3. Perspective Theory.        | 4. Orthographic Projection.   |
| 5. Isometric Projection.      | 6. Projection of Shadows.     |
| 7. Architectural Drawing.     | 8. Model Drawing, from solid. |
| 9. Drawing from memory.       | 10. Drawing from Dictation.   |
| 11. Historical ornament.      | 12. Harmony of Color.         |

WALTER SMITH, ART-MASTER,

*Director.*

[E.]

(Form No. 5, 8-11. 1873.)

## COMMONWEALTH OF MASSACHUSETTS.

DEPARTMENT OF ART-EDUCATION, }  
BOSTON, 187 . }

To

The Board of Visitors of the Massachusetts Normal Art-School having admitted you as a student of the school for the morning-afternoon and afternoon-evening classes, you are requested to attend the classes and lectures on and after and report yourself to the instructors and professors of the school.

WALTER SMITH,  
*Director.*

Letters in reply to be addressed to WALTER SMITH, State Director of Art-Education, CITY POINT, SOUTH BOSTON, MASS.

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# TREASURER'S REPORT.

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Dr.

*Financial Statement of Massachusetts Board of Education, J. WHITE, Treasurer.*

Cr.

## APPROPRIATIONS FOR NORMAL SCHOOLS.

1872-3.	1873.	Appropriation,	\$52,000 00
Paid by Treasurer's Checks—			
Framingham School—			
Amie E. Johnson, Principal, salary,	\$2,500 00		
Assistants' salaries,	6,551 97		
Lectures,	50 00		
Janitor,	300 00		
Fuel,	511 60		
Furniture and Repairs,	56 13		
Printing and Advertising,	211 58		
Apparatus, Chemicals, &c.,	503 35		
	\$10,684 63		
Westfield School—			
J. W. Dickinson, Principal, salary,	\$3,000 00		
Assistants' salaries,	7,699 00		
Lectures,	10 00		
Care of House and Grounds,	266 72		
Fuel,	874 81		
Furniture and Repairs,	151 10		
Printing,	12 72		
Apparatus, Books, &c.,	141 63		
Insurance,	115 00		
School of Observation,	500 00		
	12,270 98		
Bridgewater School—			
A. G. Boyden, Principal, salary,	\$3,000 00		
Assistants' salaries,	8,400 00		
Lectures,	90 00		
Care of House and Grounds,	212 50		
Fuel,	478 85		
Repairs and Furniture,	179 65		

Printing and Advertising, . . . . .	\$117 09			
Apparatus, Chemicals, &c., . . . . .	185 98			
Contingent, . . . . .	55 00			
Insurance, . . . . .	1,488 00		\$14,207 07	
Salem School—				
D. B. Hagar, Principal, salary, . . . . .	\$3,000 00			
Assistants' salaries, . . . . .	6,849 92			
Janitor, . . . . .	264 38			
Fuel, . . . . .	454 00			
Repairs and Furniture, . . . . .	502 22			
Printing and Advertising, . . . . .	76 25		11,146 77	
Worcester School—				
Care of Building, . . . . .	\$96 50			
Fuel, . . . . .	304 46			
Printing, &c., . . . . .	75 00		475 96	
Balance in Treasury, . . . . .	.		\$48,785 41	
			8,214 59	
			\$52,000 00	\$52,000 00

BRIDGEWATER NORMAL SCHOOL.—Art-Room.				
1873.		1872.		
Treasurer's Checks—				
To bills with Auditor, . . . . .	\$545 87			\$600 00
" " . . . . .	53 13			
Unexpended, . . . . .	1 00		\$600 00	\$600 00

*Statement of Expenditures for Normal Schools, &c.—Continued.*

STATE NORMAL ART SCHOOL.\*

1873. Nov. 1, to Feb. 13, 1874.	Treasurer's Checks— Salaries, . . . . Fitting and care of Rooms, . . . . Furniture, . . . . Printing, Drawing materials, &c., . . . . Balance, . . . .		1873.	Appropriation, Tuition, received, . . . .	
		\$2,300 00			\$7,500 00
		1,024 37			50 00
		1,737 21			
		963 02	\$6,024 60		
		.	1,525 40		
		.	\$7,550 00		\$7,550 00

APPROPRIATIONS FOR STATE AID.

1873. July to Dec. 31,	Treasurer's Checks— To A. E. Johnson, Fram'gham School, J. W. Dickinson, Westfield School, A. G. Boyden, Bridgewater School, D. B. Hagar, Salem School, . . . .  A. E. Johnson Fram'gham School, J. W. Dickinson, Westfield School, A. G. Boyden, Bridgewater School, D. B. Hagar, Salem School, . . . .		1873.	Appropriation, . . . .	
		\$500 00			\$4,000 00
		500 00			
		500 00			
		500 00	\$2,000 00		
		\$500 00			
		500 00			
		500 00			
		500 00	2,000 00		
			\$4,000 00		\$4,000 00

FRAMINGHAM NORMAL SCHOOL.—*Painting School Building, Furniture, Improving Grounds, &c.*

1873. July Sept. Oct. Oct. 9,	Treasurer's Checks— Bills for Painting, with Auditor, . Sundry bills, " " " " " " " " Painting, &c., " " " " " " " " C. C. Esty, bills " " " " " " " "	1873.	Appropriation, . . . . .	\$3,000 00
1874. Feb. 8, 10,	C. C. Esty, " " " " " " " " Bills with Auditor, . . . . . Balance unexpended, . . . . .	\$550 00 699 29 378 79 42 75  157 72 329 70 \$2,158 25 841 75 \$3,000 00		
				\$3,000 00

SALEM NORMAL SCHOOL.—*Finishing and Furnishing two Rooms in School Building.*

1873. Oct. 1, 20, Nov. Dec. 31,	Treasurer's Checks— To bills with Auditor, . . . . . " " " " " " " " " " " " " " " " Unexpended, . . . . .	1873.	Appropriation, . . . . .	\$2,200 00
	\$936 22 602 50 22 80 \$1,561 52 638 48 \$2,200 00			
				\$2,200 00

\* Appropriation from Treasury.



### Statement of Expenditures for Normal Schools, &c.—Concluded.

**WESTFIELD NORMAL SCHOOL.—Apparatus, Chemicals, Books of Reference, &c.**

1873.	Treasurer's Checks—		1873.	Appropriation, Paid from Gen. Appropriat'n.	\$600 00
April 30,	Sundry bills, with Auditor, . . .	\$491 28			10 42
July —,	" " " . . .	119 14			
			\$610 42		\$610 42

APPROPRIATIONS FOR SPECIAL AGENTS, 1873.

1872.	Treasurer's Checks—	1872.	Appropriation,	\$10,800 00
July 9,	Walter Smith, Art-Director, salary and expenses from October 1, 1872, to January 1, 1874.	\$3,462 45		
	Wm. A. Meek, services and expenses from January to September, 8 mos.,	776 24		
	Geo. A. Walton, salary and expenses from January 1, 1873, 12 months,	2,551 65	\$6,790 34	
	Art Exhibition—			
	Rent of Hall.	\$300 00		
	Lumber and labor,	75 00		
	Sundry bills,	99 49	474 49	
			\$7,264 83	
			3,585 17	
	Balance of Appropriation,		\$10,800 00	\$10,800 00

**Boston, February 27, 1874.**—The foregoing accounts have been examined, and are correct.

**CHAS. ENDICOTT, Auditor.**

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**SECOND ANNUAL REPORT**  
**ON THE**  
**PROMOTION OF**  
**INDUSTRIAL ART-EDUCATION**  
**IN THE**  
**STATE OF MASSACHUSETTS.**  
**DECEMBER 31, 1873.**

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## INDUSTRIAL ART-EDUCATION.

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*To the Members of the State Board of Education.*

GENTLEMEN :—I have to submit to you a report on the progress of industrial art-education for the year 1873, the second year of my official relationship to the Board, and the third year after the passage of the Act relating to free industrial drawing by the legislature of Massachusetts.

The passing of this law imposed on all cities and towns having above ten thousand inhabitants the obligation of establishing free classes for the study of industrial drawing, either in day or evening schools, and upon all school committees the duty of including drawing "among the branches of learning which are by the first section of chapter thirty-eight of the General Statutes required to be taught in the Public Schools."

The law has been very generally complied with, under circumstances which have rendered compliance a task of some difficulty, and it would have doubtless been carried out everywhere, had the difficulties been fewer or more easily overcome.

The first and principal of these difficulties, which has been referred to by every authority considering the subject, was the impossibility of obtaining trained teachers for instructing the students of evening classes and the teachers of the Public Schools. The study of art and drawing as a branch of and for the purposes of education, had not been seriously pursued in this country, so that the drawing committees of the various school-boards have had to depend upon draughtsmen and specialists for the teaching required. As I pointed out in my last report, the success of many of these teachers has been quite remarkable, but the subjects in which they have given instruction have been very limited, and thus whilst the experiment of giv-

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ing instruction has proved successful, the need of a broader basis, including many more branches of industrial drawing, has been as clearly demonstrated.

In the Public Schools little else than drawing from flat copies, having no particular bearing on either art or industry, has been attempted. In every city where I have examined the instruction given in the Public Schools, I found the admirable skill of the teachers very much hampered by want of a progressive and simple plan of instruction and of examples with which to give their lessons, and a general absence of confidence in their own powers arising from their having had little or no instruction in the art.

The hindrances referred to present no very serious obstacle to the progress of art-education, either in the Public Schools or evening classes, because they are removable at will, by the provision of a comprehensive scheme of instruction, and the education of qualified special teachers. This has seemed to me to be the pressing need which required attention, for, until it was supplied, the general advancement must, of necessity, be delayed.

Sufficient importance does not appear to have been attached by school committees to the first paragraph of the Act of 1870, by which drawing is made a branch of the education to be given *in all Public Schools*. It cannot be too often repeated that a general power of drawing can only be attained by the commencement of its practice in the lowest classes of the Primary Schools and its continuance throughout the whole school course. When this is accomplished (and this is what the Act of 1870 contemplates), then every person who is not physically or mentally incapacitated will leave school able to draw, and many persons whose tastes or circumstances have given to them exceptional advantages and encouragements, will not only be able to draw well, but so well as to fit them at once for further study in professions where skill in drawing is the most important qualification.

The free industrial drawing-classes at present occupy a similar position to that which hindered the success of mechanics' institutes in England before the passing of the Education Act of Mr. Forster. They were established by Lord Brougham and others to add technical or secondary education to the general

education possessed by the English mechanic and artisan. But it was found in practice that the artisan had little or no general education, without which it was impossible to advance to technical subjects, and so the Institutes had to take up elementary instruction and give to the young workman in night-classes the education he ought to have obtained, but did not receive, during his childhood in the Public Day-Schools.

Our evening industrial drawing-classes are for the present similarly situated. Instead of teaching to their students the various subjects of industrial drawing, they have first to teach the pupils how to draw, few having learnt to do so at school, and thus they have to make up with difficulty what could have been acquired easily in the Primary and Grammar Schools. The consequence is, that the artisan, after a year or two's study in the night-classes, leaves with some little knowledge of drawing, but none of industrial drawing, which necessarily comes after the power to draw,—is, in fact, the application of drawing to industrial purposes. This was also the position of Schools of Design and Schools of Art in Europe, before drawing was generally taught in the Common Schools; they had to rely upon exceptional taste in their pupils, or to take them without any taste or experience in drawing, and so long as this was the case the success of the Art-Schools was limited, and their influence on manufactures inappreciable.

The remedy was found in teaching every child to draw in the Public Schools, and thus those who were called the gifted pupils were prepared for and passed on to the Technical School, and a general infusion of taste among the mass of the people resulted also. In a few years after this was accomplished the centres for art-instruction began to increase in number, and in England, instead of there being less than a score of schools badly supported by the public, as was the case in 1851, there are now in the United Kingdom nearly eight hundred schools of art and evening-classes at which instruction is given in industrial drawing.

When the pupils of our day-schools are taught drawing as systematically as they are to-day in Boston and many other cities and towns in the Commonwealth, and a generation of children so taught are advanced to the evening-classes, then we shall begin to reap the fruit of the wise legislation which put

the teaching of drawing in the day-schools before the teaching of industrial drawing in evening-classes. Then and not till then will the teaching of industrial drawing become successful, and by that time it is more than likely that competent teachers of special subjects will have been trained to supply the necessary instruction.

The most important step which could have been taken towards making this possible, was the establishment of a Normal Art-School in this State, and this has been accomplished during the present year.

The significance of this school, in its relationship to industrial art, cannot be over-estimated, and its establishment is probably the chief event of the year in the United States, in the matter of art-education. Occupying the two upper floors of a dwelling-house, at 33 Pemberton Square, it begins its career under nearly all the disadvantages it would be possible to meet. Art-study requires special arrangements of lighting, by day and night, and a larger proportion of room for each scholar, than any other subject of study. The room in which drawing from the cast is carried on is crowded and inconvenient, with twenty students, though thirty-three have been crowded into it, and have done the best they could under the circumstances. The lighting, both by day and night, is very bad, and it is impossible to make it better, to accommodate so many students; whilst the ventilation cannot be described.

Yet with such difficulties and hindrances to success, the students are progressing in a satisfactory manner, and when proper provision is made for this most important school, nothing can prevent its becoming as useful to art-education in the State as the other Normal Schools are for general education.

I do not dwell on details connected with this school, because they are fully related in the report of the Visitors of the school.

#### THE NORMAL SCHOOLS.

The agency in popularizing drawing next in importance to the Normal Art-School, is the drawing-class in each Normal School. Here the teachers of the Public Schools will be prepared for teaching drawing as one of the elementary subjects of general education, and from the character of the instruction given in the Normal classes will be moulded the future standard

of industrial drawing in the Public Schools. A high degree of manual dexterity, though valuable in itself, is not the best preparation for successful teaching in the Public Schools, but rather an intelligent and comprehensive understanding of all the elementary branches of drawing, accompanied by sufficient skill of hand to illustrate principles and correct bad work. The subjects of instruction in the Normal Schools should include—

1. Freehand drawing and elementary design.
2. Geometrical drawing; practical plane geometry.
3. Model drawing, from flat and solid in outline.
4. Perspective, linear, by freehand and by instruments.
5. Projection, orthographic and isometric.
6. Memory and dictation drawing.

Excellence in these primary branches, both of the understanding and of the hand, will be the best preparation for the teaching of drawing in the Public Schools, up to the grade of the High Schools, and therefore I have advised the principals of the Normal Schools to confine the instruction of their students to the above list, until they can pass a reasonable examination in the subjects.

Afterwards, the students who take an additional year's training might take up the High School subjects, such as drawing and coloring in light and shade of ornament, natural foliage, the human figure, applied design, in pencil, crayon and water-colors.

I have visited and examined the pupils of the four Normal Schools during the year. Each school has now an art classroom, and the nucleus of a collection both of casts and flat copies. These will be used more and more as the students progress towards the advanced subjects, requiring then very careful and individual instruction.

The work being done in the schools is generally in the right direction, though I do not think enough time is given to the study in them. The anxiety shown by the principals and others to make an advance in the character of the drawing, both in extent and quality, is the best guarantee that nothing will be left undone to obtain the best results in the schools.

### THE TRAVELLING COLLECTION OF EXAMPLES FOR ART- INSTRUCTION.

Exhibitions have been held in three places during the year; viz., Brookfield, Pittsfield and Waltham, being all the localities applying for it. The collection is now deposited at the Normal Art-School, and the examples are used for the instruction of the students.

### THE ANNUAL DRAWINGS FROM THE FREE INDUSTRIAL EVEN- ING CLASSES.

This exhibition was held in Boston, in the early part of the month of May, simultaneously with that of the Boston Public Schools, both at Horticultural Hall. A full report upon it, by the Board of Examiners appointed by the State Board of Education, was made at the time, embodying the awards of the Examiners, and is submitted herewith as an Appendix.

It is perhaps unnecessary to say that I concur entirely in the suggestions made therein, and hope that some regulations may be made which will give a permanent character to the exhibitions, provide for the display of work from the Public Day-Schools, and, I would add, enable the judges to confer some more substantial mark of approval on satisfactory works, than the words "excellent" and "honorable mention," printed on slips of paper, and pasted on approved drawings. This might be secured by the offer of medals and prizes, the latter to consist of sets of different materials used in drawing, and books on art subjects.

### FREE INDUSTRIAL DRAWING-CLASSES.

Of the twenty-three cities and towns in the Commonwealth having above ten thousand inhabitants, and which, by the statute of 1870, are required to support industrial drawing-classes, twenty have complied with the statute, and three have disregarded it, viz., Pittsfield, Holyoke and North Adams. I have endeavored, in several ways, to coöperate with the authorities in securing the establishment of such classes, but as yet unsuccessfully. At Pittsfield, where an exhibition of the travelling collection was held, at a public meeting, it seemed to be the unanimous feeling that a class should be established; yet at a



town meeting held afterwards, it was carried not to establish such a class.

I am informed that such action can be taken, in defiance of the statute, because there is no penalty for non-compliance. It would materially help forward the cause of industrial drawing, if all towns having a population of more than five thousand were required to establish free evening drawing-classes, for that would bring in forty-five more centres of instruction; and if the same proportion of these towns complied with the statute as in the case of the twenty-three cities and towns, a very large increase in the number of classes would occur. This was the first proposal made to the legislature, but an alteration made it incumbent only on the more populous towns having ten thousand inhabitants. Should the law be so amended as to include those towns having a population of five thousand, there might be some provision made in the statute that would incite all such towns to obey the law. So long as only the more thickly populated places have the benefit of the industrial drawing-classes, the artisans employed in the smaller towns will be placed at a great disadvantage, compared with those who dwell in larger towns and cities; and the information given and skill acquired in the classes are equally necessary to all who would be skilled workmen. This would show that an arbitrary line drawn between places, with reference to population only, is very hard upon the mechanics resident in small, though possibly rising, towns.

Recognizing the great importance of drawing in the Public Schools, I have drawn up a statement of the subjects to study, and their aims, for a thirteen years' course; viz., for three years in the Primary, six in the Grammar, and four in the High Schools; also a statement of what should be sought for in the conduct of the evening schools, both of which I append.

The various papers relating to the establishment and organization of the Normal Art-School, are included in the Visitors' report, and are therefore not referred to here.

I am, gentlemen, yours faithfully,

WALTER SMITH,

*State Director of Art-Education, Massachusetts.*

January 29, 1874.

## APPENDIX.

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### [ A. ]

#### SYNOPSIS OF DRAWING FOR A THIRTEEN YEARS' COURSE IN PUBLIC SCHOOLS.

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##### IN PRIMARY SCHOOLS.

**1st YEAR.** To learn the names of *geometric forms* and lines. To draw on slates any simple form the teacher asks for, without being shown. To learn the meaning of terms and expressions used in drawing,—as vertical, oblique, etc., etc.; angle, triangle, etc., etc.,—to draw simple things from *memory* and from *dictation*. All work on slates.

**2d YEAR.** To learn same subjects as in first year, but make fairly good drawings. To have object-lessons illustrated by drawings. *Dictation* and *memory* drawing of geometric patterns. Simple designs made of straight lines and simple curves. All work on slates.

**3d YEAR.** To learn to draw on paper. A recital on paper of what has been learnt before. To learn the names of the *geometric solids*,—as sphere, cylinder, cone, cube, etc., etc.,—*but not to draw them*. To draw with readiness from memory and dictation forms previously drawn from copy. To design new combinations from copies already drawn.

##### IN GRAMMAR SCHOOLS.

**1st YEAR.** To apply the elements learned in the Primary Schools to drawing, viz., the geometric definitions to *geometric drawing* and the definitions and names of solids to *model drawing*, the latter from blackboard only, and of curved forms only. Freehand drawing of botanical analyses of plants, giving the common names of parts of leaves and flowers. Simple designs in geometric forms, the latter made with compass and square, thus applying geometrical drawing to practical use.

2d YEAR. To go on with the same studies in more advanced stages, as freehand outline design, geometrical drawing, model drawing of both curved forms and objects bounded by right lines, from the blackboard, or from books, sketches being made on the blackboard by the teacher and explanations given.

3d YEAR. Advancing to the drawing of ornament and objects of historical character, as Egyptian lotus form, Greek vases, etc., etc., names to be remembered in connection with forms, and to be drawn when required from memory.

4th, 5th and 6th YEARS. During the last three years of the Grammar School period the subjects to be studied are *freehand drawing and design, geometrical drawing, model drawing and freehand perspective*, so as to learn the names and expressions used about perspective before taking it up in the High Schools. Half-way through the Grammar-School course to take up model drawing from the solid object instead of blackboard, *i. e.*, at the end of the third year. Dictation and memory drawing occasionally.

*Design with half-tint backgrounds in fourth, fifth and sixth year. (Outline design only having been previously drawn.)*

Botanical names and forms to be also taught. Names of colors and first principles of their harmony, complementary colors, etc.

#### IN HIGH SCHOOLS.

1st YEAR. Linear perspective by use of instruments. Parallel. Botanical lessons, illustrated by diagrams in color.

Lessons in harmony of color by diagrams. Model drawing from the solid object, in light and shade, half-tint, cross-hatching and stump. Lectures on styles of architecture, without drawings being made, to learn the names, dates, localities of each style.

2d YEAR. Linear perspective, angular. Design in harmonious colors from flowers and foliage. Drawing from plants in outline. Object-drawing in one color, as fruits, etc., from flat copies and from casts.

3d YEAR. Linear perspective, oblique. Painting from flowers and fruits, from nature. Study of human figure in light and shade from copies. Drawing foliage from plaster casts. Applied design for manufactures, as carpets, lace, paper-hangings, pottery, glass, frescoing, metal-work, etc.

4th YEAR. Lessons in painting, from nature, of landscapes.

Drawing from plaster-casts of human figure. Lessons in styles of architecture and lectures on schools of painting. History and practice of industrial art. Lectures on design applied to manufactures.

The principle on which this course is arranged is, that *before drawing anything the pupil shall be made to understand it.*

Thus the *first* year in the Primary Schools is devoted to learning names and shapes, and it matters even little whether they be drawn or not, by the pupils.

In the *second* year, the pupil draws what he has been taught.

In all three Primary years he learns the definitions of geometry, and in the last year those of solid geometric forms, *to prepare* him for the work of the first year in the Grammar School, which is *to draw* the subjects. Then in the three lower years of the Grammar School the pupil is prepared by drawing from copies for the *solid* model drawing, which he does during the three following years. And in the upper Grammar years he is prepared by freehand perspective, outline model drawing, outline design, for the linear perspective by instruments, model drawing in shade and design in color, which he will take up in the High Schools.

In the High School, the lower class prepares for the next higher, learning the names and elements of subjects pursued in the class above.

Let this principle be acted on, that the cultivation of the *understanding precede the drawing*, and then drawing will never be difficult, but, on the contrary, be always interesting. Thus grading on a principle is the true secret of making drawing both easy and interesting.

WALTER SMITH,

*State Director of Art-Education in Massachusetts.*

[ B. ]

## INDUSTRIAL DRAWING IN NIGHT-CLASSES.

Before the student can apply a knowledge of drawing to industrial purposes, it is necessary that he should know how to draw, become practically acquainted with the process by which form is represented, and the different methods of representation.

Industrial drawing may be divided into two distinct classes: 1. Instrumental drawing. 2. Freehand drawing. The first being worked by means of compasses, squares and other mechanical implements, the second wholly or partly by the freehand alone, without the aid of instruments.

## 1. INSTRUMENTAL DRAWING.

The distinct branches of this section, which will be generally required in industrial drawing, are,—

- a. Plane geometrical drawing.
- b. Projection.
- c. Perspective,

as elementary subjects, and

- 1. Building, construction and architectural drawing.
- 2. Machine drawing,

as advanced subjects.

Instruction in these subjects will be sought after by all who are engaged in the building trades, and by mechanics working in the machine and tool trades, also by architectural and engineering pupils working in offices.

## 2. FREEHAND DRAWING.

This subject includes the representation of objects and ornament from both the flat and the round, the study of light and shade and color, and also of original design.

Students who are engaged in such occupations as lithography, fresco-painting, designing, architects' and engineers' offices, teaching drawing, carving, engraving, wood-cutting, decorating, drawing on wood, etc., etc., will require instruction in this branch.

In each of these departments, some of the knowledge and practice found in the other will be of great advantage to the student. For this reason, there should be a *first year's course* common to both subjects,

which all the students should be required to attend. This might be as follows :—

FIRST YEAR'S COURSE IN ELEMENTARY FREEHAND AND INSTRUMENTAL DRAWING.

SUBJECTS STUDIED.

- First part.**—1. Freehand outline drawing from copies and blackboard, with exercises in elementary design.  
2. Plane geometrical drawing from copies and blackboard, with additional exercise problems given but not worked out by the teacher.
- Second part.**—1. Model and object drawing, from copy and solid model.  
2. Perspective drawing (for freehand students).  
3. Projection (for instrumental students).

A course of elementary work such as this will be within the capacity of all the students, if suitable examples be provided. All the subjects can be taught by class-lectures, and therefore a large number of pupils, up to a maximum of fifty, can be taught by one teacher. The course will furnish the students with sufficient practice in both subjects to give an intelligent understanding of their elements, and prepare them for successful study of the second year's course. But the practice in the class-room alone is not sufficient. Every student should be required to work as much at home, between lessons, as he does with the teacher, in the class-room.

SECOND YEAR'S COURSE.

1. INSTRUMENTAL DRAWING.

The study of the two subjects of machine drawing and building construction may be pursued in one class, comprising two sections, each section beginning with the elementary practical problems of the subject.

Thus in *building construction*, the subjects should be the joints used in carpentry, door and window framing, construction of floors, partitions, roofs and staircases, bond in brick-work, stone-work, arches, fire-proof flooring, designs of plans, elevations, sections and perspective views of houses and other buildings, working drawings, details, etc., etc.

In *machine drawing*, the details of machines, as bolts and nuts, plummer blocks, screws of all threads, wheels toothed and bevelled, eccentrics; machines, such as drills, lathes, pumps, steam-engines, locomotives, manufacturing-machines, etc., etc.

In both of these subjects the first and easy work will consist of sim-

ple projection *applied* to objects of industry, and these lessons may be given from the blackboard, the teacher drawing them step by step before the pupils, all working to scale, and the dimensions clearly marked in figures on the drawings.

But after the elementary forms have been drawn, then each student will be ready to follow his own specialty. Those engaged in building, taking up either carpentry, masonry or brick-laying, and those employed in machinery, commencing a study of the particular class of machines they make in the workshop, or other details of their craftsmanship.

## SECOND YEAR'S COURSE.

### 2. FREEHAND DRAWING.

Drawing of ornament in outline from large copies of foliage and the human figure; shading of the same from copies in pencil, crayon and Indian ink or sepia; designing in half-tint, or several tints of one color, drawing from memory and dictation, etc., etc., etc., would form the elementary part of the second year's course; while the more advanced section would comprise shading geometrical solids, shading from the cast and natural objects, applied design for industrial purposes, and special subjects suitable to the avocations of particular students.

The adoption of this method of grading the work into first and second years' study will be found satisfactory to both teacher and pupils, much of the want of progress and dissatisfaction sometimes existing in classes arising from advanced technical work being undertaken before any practical knowledge of the elements has been acquired, and does not usually arise either from want of ability on the part of pupils, or of skill on the teacher's part.

For the first year's course all the apparatus required will be the class-books generally used by the teacher, or those adopted in the Public Schools, together with a pair of compasses and ruler for each student, and some solid models to draw from.

For the second year's course, mounted copies of building construction and machine drawing of freehand outline, shading and coloring and specimens of mechanical motions, examples of applied design, will be required, in order that the students may see the direct application of drawing to industrial pursuits.

In providing a room for study, the class-room of the High School, if capable of seating adults, and properly lighted, is usually well adapted for the elementary or first year's course. For the second year's course two rooms are required, one fitted up for freehand drawing from objects and specially lighted for that purpose, and a second for instrumental work.

WALTER SMITH.

[C.]

REPORT OF THE STATE BOARD OF EXAMINERS  
ON THE SECOND EXHIBITION OF WORKS FROM THE FREE  
INDUSTRIAL DRAWING-CLASSES OF THE STATE OF MAS-  
SACHUSETTS.

BOSTON, May 2, 1873.

*To Chairman of the Exhibition Committee of the State Board of Education.*

DEAR SIR:—We, the examiners, appointed by the State to inspect the drawings sent to the Second Annual Exhibition, and to award marks of distinction to the most meritorious, have the honor to submit the following Report:—

It gives us great pleasure to preface it by expressing our opinion as to the decided superiority of the present exhibition over that of last year, in many important respects. The reason of this is evident.

In our report of last year, we pointed out why the Boston schools stood, as they still stand, in the first rank. It was not because they had enjoyed superior advantages in instruction, or that the pupils were persons of superior ability, but because in both the freehand and the instrumental work, they had casts, solid models and flat examples to draw from, which were absolutely wanting in other schools. In few of them has this want as yet been supplied, but those have made such marked progress, that our former opinion is strengthened, and now as then we regard the supply of the necessary appliances for study as the key to the whole question of success or comparative failure.

In support of this opinion, we may cite the case of the Worcester schools, to which, although the casts and flat examples from which drawings are exhibited were only in use for a few weeks before the opening of the exhibition, six honorable mentions and two excellents have been awarded. Worcester ranks next to Boston among cities contributing to the exhibition, and there can be no question that with the efforts lately made there to supply the pupils with proper objects of study, the difference still existing will be still further diminished. What is true of Worcester may be said in part of Lowell and other cities.

Lowell exhibited no drawings from casts, for the simple reason that her schools are not yet supplied with them, but the elementary work



of the students shows that they are quite prepared for such study, and it is to be hoped that next year's work will show that opportunity for it has been given them. Last year Lowell exhibited seventy drawings, and received the award of three excellents and six honorable mentions; this year she exhibited 101 drawings, and received three excellents and six honorable mentions.

The immense amount of work from Taunton shows how zealously the study of drawing has been taken up there. Of the drawings sent, half had to be excluded on account of the want of space in the hall. Much of the work exhibited was excellent, especially the line-drawings, of different kinds, executed with instruments. The lack of variety noticeable is only to be attributed to the paucity of models, which we cannot too often signalize.

Lynn, Fall River, Lawrence, Haverhill, Northampton and Newburyport deserve, each in its degree, the same praise and the like excuse. Each showed work in which there was much to commend, and excellent promise for the future if this evident necessity is satisfied.

The variety and extent of work exhibited by the Boston Free Evening Drawing-Classes was very great. Instead of one such school exhibiting, as was the case last year, we now have five schools on the list, those, namely, in Appleton Street, Tennyson Street, Mason Street, in South Boston, and in Dorchester,—we might even say six, as the two classes at Appleton Street were distinct. This great increase in the number of schools is the more gratifying as a sign of the growth of the movement in favor of industrial drawing, since the excellence of the work exhibited was in proportion to the widening of the field of operations. The Dorchester School, which was not opened until February, sent some excellent work, both freehand and geometrical; the Tennyson Street school exhibited architectural, isometric and mechanical examples, some of which were surprisingly good. The drawings of the ship-draughting class, which did not come in until after the exhibition was concluded, displayed some excellent work also; and the fact that the board of examiners did not examine them in concert was the cause alone of no awards of distinction being made to them. The Mason Street Evening High School took still higher ground in Instrumental and architectural drawing, and, although only established during the past winter, and by no means so well arranged as the Tennyson Street school, which in this respect is the best in the city, showed the great advantage to be derived from the study of geometry, for which the pupils have enjoyed special advantages.

The South Boston school, which is supported by the Hawes fund, is a proof of how much good work can be done where proper models as well as good teachers are provided.

The Appleton Street School exhibited very good freehand work, and

some remarkable drawings from the cast. Four among them, to which the ticket of excellent was affixed, might safely be placed in any European exhibition of this kind, without risk of losing the high place which belongs to them in the Boston exhibition. With such present results, we can have no hesitation in repeating what was said in the conclusion of the last year's report. We are more and more convinced that here and elsewhere, "nothing but the want of proper models can prevent a great and permanent success."

Of the ten schools above mentioned as taking part in this exhibition, three are newly established. There are also eleven cities and towns, which, though coming within the provisions of the law requiring every town or city of 10,000 inhabitants and upwards to support free evening drawing-schools, were not represented in this exhibition. It is understood that in six of these places, viz.:—Cambridge, Gloucester, Pittsfield, Fitchburg, Holyoke, and North Adams, no schools have been held this winter, that which last year was maintained in the first named having been discontinued. The others, Springfield, Salem, New Bedford, Somerville and Charlestown, are understood to have maintained schools in accordance with the statute, but have not taken part in this exhibition.

Of these facts, this committee, as such, have, of course, no official cognizance, and cannot, perhaps, properly do more than call the attention of the Board of Education to the subject for such action of representations as they may find expedient. We may, however, be permitted to remark that the towns which neglect to comply with the statute are depriving those of their citizens who desire these advantages of what is their legal right, and it is probable that a moderate pressure exercised by such persons, in conjunction with the authority of the State, would suffice to bring them into conformity with the law. Meanwhile, these persons are compelled to seek such instruction at their own expense, in towns where these schools are established, or, where no such schools are within reach, to forego it altogether,

The attitude of those towns which, though maintaining schools, have declined to take part in this exhibition is, perhaps, a little more difficult to deal with directly. It is probably to be attributed to a certain unwillingness on the part of these schools to appear in competition with others, and especially with the Boston schools, which are more fully equipped than they. Something may also be due to the necessarily unsatisfactory nature of judgments based upon such results as are here exhibited, so long as each school pursues an independent system of instruction. It is in this case almost impossible, as the experience of both this year and last has shown, to make a perfectly satisfactory comparison of the results, and the relative merit of the schools cannot be exactly represented. The recommendations made in a latter part of

this Report may, if acted upon, do much to obviate these objections. Meanwhile the serviceableness of these exhibitions is greatly limited by this abstention, and the progress of all the schools hindered just so far as they are prevented from profiting by each other's experience.

The place of these schools was, however, more than made good by the classes of architectural and industrial design, established in the Institute of Technology, which cordially complied with the invitation extended to them, and furnished an admirable and unique collection of drawings, which rendered the limited space that could be given to them one of the most attractive parts of the exhibition.

The architectural drawings, about forty in number, chiefly original designs by the regular and special students in the department of architecture at the Institute, showed care, thoughtfulness and originality in the designing, and great nicety of execution. They consisted of plans, sections, elevations and details of a variety of buildings, such as a painter's dwelling-house, a small museum of art, a natural history building, a summer-house with bridges, and a school of chemistry, finished in India ink, and colored.

The Lowell Free School of Industrial Design, also established at the Institute of Technology, exhibited about a hundred and fifty drawings in color, partly copies and partly original designs of muslins, cashmeres, carpets, paper-hangings and oil-cloths. This school is intended to train young men and women in practical designing for manufactures, and the result exhibited not only very rapid progress in the technical handling peculiar to this kind of work, but gave gratifying evidences of aptitude and special ability in a field in which our people have been supposed, and have supposed themselves, to be naturally deficient.

Although the examination and criticism of these drawings does not come within our present duty, we cannot pass them by in silence, illustrating as they do the practical application, in two important branches of the arts of design, of the knowledge and taste and skill which schools of art are intended to develop. A still greater success would doubtless have been achieved by those classes, if their students could have had the advantages of elementary training which the day and evening schools now offer. Some part of the instruction given to those classes might, perhaps, by and by, be introduced in the evening schools. The simple exercises in original design, also, exhibited by the pupils in the Boston Public Schools, though mainly confined to the symmetrical arrangement of geometrical forms, exhibit the same capacity for original design in a marked degree, and might well be made a feature in the course of evening instruction.

It is to be hoped that the schools of art in the chief manufacturing towns of the State will turn their attention to these studies, as it is evident that great capacity for original design exists, and is only

waiting to be called forth. This is the direction in which such schools as that at Lowell, for instance, would naturally develop, and it is a field they are fully prepared to enter upon. In such places proper models and examples for this kind of work and competent instructors cannot be difficult to obtain

It is on account of the want of proper models of any sort, that we still have drawings sent in to our exhibitions which bear no relation either to any form of industrial art or to high art. The imperfect imitation of natural objects which distinguishes many of them is always offensive, whereas any subject which shows an obedience to the laws of geometrical harmony is always pleasing. It is geometry and the kindred branches of study which teach the value of the three great principles of design, viz., unity, symmetry and continuity, and it is in these that a right system of education for the eye is to be taught.

We hope that the class of drawings to which we refer, whose chief characteristic is a weak prettiness, may be less fully represented in the exhibition next year, and that their place may be taken by more serious and systematic work. But for this, as we cannot too much insist, good examples are essential,

The mechanical drawings shown in the exhibition, including in that term not only the drawings of machinery, but everything executed with instruments, was as a rule excellent, and except in one or two towns, of better quality than the freehand work. The best results were produced in the schools where, as in the Evening High School and the Haverhill School, a careful course in the construction of geometrical figures preceded other work. In these two schools as well as at Lowell, Taunton and Lawrence, very good work was done in the elements of architectural drawing.

The chief trouble about this class of work lies in the difficulty of distinguishing accuracy of workmanship from niceness of finish. In making our awards, it was impossible not to give a preference to those examples which showed the clearest and sharpest lines. Yet to a large part of those for whose benefit these schools are established, this technical nicety, essential to a professional draughtsman, is of no practical use.

The industrial drawing of free evening schools in communities largely engaged in manufactures, should be adapted to the actual needs and capacity of the pupils who avail themselves of the benefit of such schools, rather than to the attainment of a standard of excellence in execution, which can only be reached by devoting a large portion of the time allotted to the single effort of finishing one or two pieces. A large proportion of the pupils of these classes are machinists and carpenters, and their immediate needs in the direction of drawing are:

- 1st. To understand a drawing, so as to be able to take it from the

draughtsman and produce the object represented without the assistance and constant supervision of a foreman. 2d. To be able to express completely and accurately their own ideas by means of drawings. 3d. To lay out patterns and solve problems graphically, thus saving much time which is often spent in the slow process of making a model of a new mechanism or construction as the only means of illustrating it. To accomplish these results, it is important that the pupil have some knowledge of geometry, plane projections, descriptive geometry, and of the conventional methods of representation; together with practice in the use of his pencil, scale and compasses. The practical value of drawings which artisans have to deal with depends upon their substantial accuracy, not upon their finish; so that the lines are of the right shape and size and in the right place, it is of very little moment whether they are rough or smooth, wide or narrow. In teaching classes composed mostly of mechanics, it should be the object to produce working drawings in the lines of industry which the pupil follows, rather than pictures of his products.

When the evening classes are composed of pupils who have been trained in the Public Schools under the system now coming into successful operation, they will be able to add to these essential qualities of their drawings, the desirable effects of light and shade, color and artistic finish.

Besides the general suggestions contained in the preceding paragraphs, we would respectfully recommend to the Board of Education certain special measures which would, it seems to us, contribute materially to the efficiency of these schools, and to the value of these exhibitions.

*First.* We would suggest that the exhibitions be declared annual, and the time fixed at which they shall be held. For want of certainty on these points there is a good deal of hesitation in some parts of the State in preparing drawings for the exhibition, and its advantage as a stimulus to the schools is everywhere greatly impaired. It would be a convenience, and greatly facilitate their arrangement, if the drawings could be made of uniform size.

*Secondly.* The classification of the work in the schools according to the different stages established by the Board, should be insisted upon as far as practicable. It would not only make the administration of the system more uniform and efficient, but would make it much easier than it now is to give a just award among the drawings exhibited. At present, good work of a lower grade is likely to suffer by being brought into comparison with work of a higher class. The label attached to each drawing should designate the class to which it belongs, and the awards of future committees should be given stage by stage.

*Thirdly.* The great interest attached to the exhibition of drawings

from the Boston Public and High Schools, which occupied the upper hall simultaneously with the exhibition of the State Evening Schools in the lower hall, leads us to suggest that in future exhibitions the Day-Schools throughout the State, as well as the Night-Schools, should be represented. This would enable the Board of Education, as well as the public, to obtain an idea of the general results of the system pursued, and greatly increase its usefulness both to teachers and pupils, both in the way of example and in the way of stimulus.

The following table exhibits the number of drawings exhibited and the awards made:—

	Total Drawings Exhibited.	Freehand.	Instrumental.	Honorable mention.	Excellent.
Boston—Starr King Classes, . . .	183	—	183	14	2
Appleton Street Classes, . . .	104	104	—	15	12
Mason Street Classes, . . .	82	—	82	12	3
Dorchester Classes, . . .	19	15	4	4	—
Institute of Technology—Lowell Course of Design, . . .	150	150	—	*	*
Institute of Technology—Architectural Class, . . .	50	—	50	*	*
South Boston School of Art, . . .	92	56	36	13	2
Worcester, . . . . .	110	48	62	7	5
Worcester Mechanics' Association, . . .	50	15	35	1	1
Lowell, . . . . .	101	34	67	6	3
Taunton, . . . . .	86	30	56	15	1
Newburyport, . . . . .	39	30	9	1	—
Chelsea, . . . . .	26	21	5	4	—
Haverhill, . . . . .	25	—	25	5	—
Lawrence, . . . . .	20	—	20	4	1
Newton, . . . . .	24	17	7	7	—
Fall River, . . . . .	21	8	13	1	—
Northampton, . . . . .	19	—	19	3	—
Lynn, . . . . .	8	1	7	1	—
	1,159	479	680	113	30

\* Not subject to awards.

## BOSTON—APPLETON STREET CLASSES.

J. A. Beer, . . .	Object.	Excellent.	Freehand.
J. A. Beer, . . .	do.	Honorable mention.	do.
J. A. Beer, . . .	do.	do.	do.
W. P. Hooper, . . .	do.	do.	do.
E. Rose, . . .	do.	Excellent.	Model.
P. Roos, . . .	do.	do.	Freehand.
P. Roos, . . .	do.	do.	do.
P. Roos, . . .	do.	do.	do.
W. Seidensticker, . . .	do.	Honorable mention.	do.
N. Levins, . . .	do.	Excellent.	do.
N. Levins, . . .	do.	do.	do.
J. Hitte, . . .	do.	do.	do.
M. Voger, . . .	do.	do.	do.
W. B. Closson, . . .	do.	do.	do.
W. Closson, . . .	do.	Honorable mention.	do.
W. H. Fowles, . . .	do.	do.	do.
Charles Duncan, . . .	Flat copy.	do.	do.
Albert H. Mansoll, . . .	do.	Excellent.	do.
John D. Lord, . . .	do.	Honorable mention.	do.
John D. Lord, . . .	do.	do.	do.
G. W. Livermore, . . .	do.	do.	do.
R. J. Tombs, . . .	do.	do.	do.
Edward Lippold, . . .	do.	do.	do.
M. Buckley, . . .	do.	do.	do.
Helen W. Avery, . . .	do.	Excellent.	do.
Timothy O. Brien, . . .	do.	Honorable mention.	do.
H. M. Chenery, . . .	do.	do.	do.

## BOSTON—STARR KING CLASSES.

O. H. Arm, . . .	Flat copy.	Honorable mention.	Building construction.
M. F. Munson, . . .	do.	do.	do.
C. A. Dean, . . .	Object.	do.	do.
C. A. Dean, . . .	Flat copy.	do.	Perspective.
D. D. Gifford, . . .	do.	do.	Building construction.
W. P. Edwards, . . .	do.	do.	Mechanical.
A. E. Downs, . . .	do.	Excellent.	do.
E. L. Foucar, . . .	do.	Honorable mention.	do.
A. E. Downs, . . .	do.	do.	do.
W. B. Clement, . . .	do.	do.	do.
G. W. Rogers, . . .	Blackboard.	do.	Building construction.
G. W. Rogers, . . .	Flat copy.	do.	Architectural.
F. J. Willis, . . .	do.	Excellent.	do.
A. C. Fernald, . . .	Blackboard.	Honorable mention.	Building construction.
Mc. Cameron, . . .	Original.	do.	do.
Mc. Cameron, . . .	Blackboard.	do.	Isometrical.

## BOSTON—EVENING HIGH SCHOOL, MASON STREET.

G. W. Mitchell, .	Blackboard.	Honorable mention.	Architectural.
G. W. Mitchell, .	do.	do.	do.
G. W. Mitchell, .	Original.	do.	do.
M. E. Mitchell, .	do.	do.	do.
M. E. Mitchell, .	do.	do. (for set).	do.
M. E. Mitchell, .	do.	Excellent (for set).	do.
J. F. Kirby, .	Flat copy.	Honorable mention.	Mechanical.
Wm. Croswell, .	Blackboard.	do.	Architectural.
S. Lynch, .	Original.	do.	do.
J. D. Driscow, .	do.	Excellent.	do.
C. E. Campbell, .	Flat copy.	Honorable mention.	Mechanical.
P. S. Lunn, .	do.	Excellent.	do.
S. W. Morrill, .	Original.	Honorable mention.	Isometrical proj'n.
J. W. Janhen, .	Flat copy.	do.	Mechanical.
C. F. Pond, .	do.	do.	Isometrical proj'n.

## BOSTON—DORCHESTER EVENING CLASSES.

Lizzie E. Whittemore, .	Flat copy.	Honorable mention.	Freehand.
Edward D. Bent, .	do.	do.	do.
Emma Hawes, .	do.	do.	do.
Henry C. Bagot, .	Original.	do.	Building construction.

## BOSTON—INSTITUTE OF TECHNOLOGY.

*Architectural Class.*

Fifty drawings exhibited, . . . . . Not subject to awards.

## BOSTON—INSTITUTE OF TECHNOLOGY.

*Lowell Course of Design.*

One hundred and fifty drawings exhibited, . . . . . Not subject to awards.



## SOUTH BOSTON SCHOOL OF ART.

Walter L. Dean, .	Flat copy.	Honorable mention.	Freehand.
C. J. Wells, . .	do.	do.	Building construction.
J. Dorgan, . .	do.	do.	Freehand.
George Dill, . .	do.	do.	do.
George Dill, . .	do.	do.	do.
Charles Shales, .	do.	do.	do.
Charles Shales, .	do.	do.	do.
A. B. Cutter, . .	do.	do.	do.
A. B. Cutter, . .	do.	do.	do.
James McIntyre, .	do.	do.	do.
James McIntyre, .	Object.	Excellent	do.
W. E. Millen, . .	do.	Honorable mention.	do.
E. W. Scattergood, .	do.	do.	do.
F. M. Blaisdell, .	Original.	do.	Isometrical proj'n.
A. B. Curtis, . .	Flat copy.	Excellent (for set).	Mechanical.

## WORCESTER.

M. E. Bothwell, .	Object.	Honorable mention.	Freehand.
A. S. Hildreth, . .	do.	do.	do.
S. D. Barrett, . .	do.	do.	do.
Frank M. Wilder, .	do.	do.	do.
J. G. Horgan, . .	do.	Excellent.	do.
Emma L. Low, . .	Blackboard.	do.	do.
Emma L. Low, . .	Flat copy.	do.	do.
J. H. Goodwin, . .	do.	do.	do.
J. H. Goodwin, . .	do.	Honorable mention.	do.
Frank S. Moses, . .	do.	Excellent.	Architectural.
C. R. Rawson, . .	Flat copy & Blackb'd.	Hon'ble ment'n (for set).	Mechanical.
Wm. B. Emerson, .	Specification.	Honorable mention.	do.

## WORCESTER—MECHANICS' ASSOCIATION.

F. Willie Hartwell, .	Object & Blackboard.	Hon'ble ment'n (for set).	Freehand.
E. T. Andrews, . .	do.	Excellent (for set).	Mechanical.

## LOWELL.

Mary E. Hardman, .	Flat copy.	Hon'ble ment'n (for set).	Freehand.
F. C. Swann, . .	Original.	Excellent (for set).	do.
Thomas W. Gee, . .	do.	Honorable mention.	do.
S. G. Stevens, . .	Blackboard.	Excellent.	Mechanical.
John H. Guild, . .	do.	do.	do.
Charles Runnels, .	do.	Hon'ble ment'n (for set).	do.
Charles Bridges, . .	do.	Honorable mention.	Architectural.
N. H. Dugayne, . .	Flat copy.	do.	do.
Mary Hardman, . .	do.	do.	Freehand.

## CHELSEA.

G. F. Holmes, . .	Flat copy.	Honorable mention.	Geometrical.
C. E. Cabot, . .	do.	do.	Freehand.
W. G. Wright, . .	Object.	do.	do.
A. S. Cheevers, . .	Flat copy.	Hon'ble ment'n (for set).	do.

## LYNN.

H. W. Gordon, . .	Flat copy.	Honorable mention.	Mechanical.
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## HAVERHILL.

C. P. Bullen, . .	Blackboard.	Honorable mention.	Architectural.
J. E. Rogers, . .	Original.	do.	do.
W. B. Yeaton, . .	do.	do.	do.
C. H. Willey, . .	do.	do.	do.
C. F. Jackson, . .	do.	do.	do.

## TAUNTON.

E. F. Rose, . .	Blackboard.	Honorable mention.	Mechanical.
E. F. Rose, . .	Blackb'd & Specif'n.	do.	do.
E. F. Rose, . .	Flat copy.	do.	Freehand.
E. F. Rose, . .	do.	do.	do.
Abner Coleman, . .	Blackboard.	do.	Mechanical.
A. Coleman, . .	Original.	do.	do.
C. W. Smith, . .	Blackboard.	do.	Architectural.
C. W. Smith, . .	do.	do.	do.
C. Harman, . .	do.	do.	do.
N. E. Ashley, . .	do.	do.	do.
W. Congdon, . .	do.	do.	do.
N. E. Ashley, . .	do.	do.	do.
J. F. Montgomery, . .	Flat copy.	do.	Freehand.
Ellen F. Rhodes, . .	do.	Excellent.	do.
E. F. Rhodes, . .	do.	Honorable mention.	do.
A. S. Rounds, . .	Blackboard.	do.	Architectural.

## FALL RIVER.

Walter Byron, . .	Flat copy.	Honorable mention.	Freehand.
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## NEWBURYPORT.

George W. Haskell, . .	Flat copy.	Honorable mention.	Mechanical.
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## NORTHAMPTON.

J. G. Todd, . .	Flat copy.	Honorable mention.	Mechanical.
C. S. Pratt, . .	do.	do.	Architectural.
C. S. Herrick, . .	do.	do.	Mechanical.

## LAWRENCE.

L. L. Fletcher, . .	Original.	Honorable mention.	Mechanical.
Albert Bowden, . .	Flat copy.	do.	do.
J. Robinson, . .	do.	do. (for set).	do.
C. R. Whittier, . .	Original.	Excellent.	Perspective.
C. R. Whittier, . .	Flat copy.	Honorable mention.	Mechanical.

## NEWTON.

G. N. Benner, . .	Flat copy.	Honorable mention.	Mechanical.
G. N. Benner, . .	do.	do.	do.
L. C. Wade, . .	do.	do.	Freehand.
L. E. Binney, . .	do.	do.	do.
L. E. Binney, . .	do.	do.	do.
E. W. Waters, . .	Object.	do.	do.
J. H. Waters, . .	Object & flat.	do.	do.

C. C. PERKINS,  
W. R. WARE,  
C. H. MORGAN,  
W. D. BRAY,  
WALTER SMITH,  
*State Board of Examiners.*

[D.]

*Comparison of Awards to Students, made by the State Board of Examiners at the two Exhibitions of Drawings in Boston during the years 1872 and 1873.*

	TOTAL DRAWINGS EXHIBITED.		FREELAND.		INSTRUMENTAL.		HONORABLE MENTION.		EXCELLENT.	
	1872.	1873.	1872.	1873.	1872.	1873.	1872.	1873.	1872.	1873.
1. Boston, . . . . .	282	680	101	325	181	355	40	58	10	19
2. Worcester, . . . . .	80	160	57	63	23	97	11	8	1	6
3. Lowell, . . . . .	70	101	52	84	18	67	6	6	3	3
4. Taunton, . . . . .	79	86	-	30	79	56	14	15	5	1
5. Newburyport, . . . . .	-	39	-	30	-	9	-	1	-	-
6. Chelsea, . . . . .	-	26	-	21	-	5	-	4	-	-
7. Haverhill, . . . . .	8	25	-	-	8	25	2	5	-	-
8. Lawrence, . . . . .	13	20	1	-	12	20	4	4	1	1
9. Newton, . . . . .	20	24	-	17	20	7	1	7	-	-
10. Fall River, . . . . .	-	21	-	8	-	13	-	1	-	-
11. Northampton, . . . . .	8	19	-	-	8	19	2	3	1	-
12. Lynn, . . . . .	8	8	3	1	5	7	4	1	2	-
13. New Bedford, . . . . .	24	-	-	-	24	-	3	-	2	-
14. Springfield, . . . . .	20	-	1	-	19	-	3	-	2	-
	612	1,209	215	529	397	680	90	113	27	30



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**SPECIAL AGENT'S REPORT.**

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## REPORT.

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*Gentlemen of the Board of Education.*

As Special Agent of the Board for the four western counties, I have pursued the same general plan the past year as in the previous. I have visited 370 schools in 57 towns and cities, generally by previous appointment, and in company with one or more members of the school committee. In most of the schools I have given short exercises in illustration of methods of teaching. I have given 38 addresses to teachers and citizens. The utmost courtesy has been shown me by teachers and pupils, by committees and people.

I am happy to bear testimony to the continued faithfulness and devotion of the teachers, and to the tractability of the children of their charge, to the interest which committees in general manifest in the success of the schools, and to the care with which the schools are fostered by the whole people. Most teachers evince a readiness to adopt the best methods of teaching, when their attention is directed to them; they admit the claims of object teaching; they deplore the absence of apparatus and books of reference in the schools. The children submit themselves to the discipline of the schools with a faith that is possible to childhood only; they willingly, though often drearily, plod through the courses of study, determined no less arbitrarily than by the prescribed text-books.

Having now visited schools in nearly all the towns in the four western counties, some of them several times, I am prepared to say that, to the extent of my knowledge, the schools of this section compare favorably with schools similarly situated in other parts of the State; we have many schools in which some of the branches are admirably taught—some which, in all respects, rank among the foremost; those towns and cities in which the supervision is intrusted chiefly to one person, whether



he be a member of the school committee or a superintendent, almost uniformly show points of superior excellence.

Notwithstanding the impression which seems to be quite common, that children are less respectful and mannerly than in former times, the schools give evidence that there is an increase of self-respect; this is evinced in the better treatment of school property, in the diligence and application to school duties and in the absence of that spirit of insubordination with which the teacher was formerly met on first entering his school, especially by the large boys. This change may result, in many instances, from the diminution in the size of the schools; but I am inclined to attribute it in great measure to the improved modes of discipline which are employed in the schools. May it not result from the employment of the same teachers, and those generally females, for both summer and winter? Whatever the cause, it is gratifying to be able to state that, in the schools generally, rational modes of discipline seem to prevail.

But while there is much to commend in the schools, and in the spirit with which they are sustained, the enlightened portion of the public is making a demand upon the schools for results more in accordance with the advance in material interests, in science and in the arts. I think there is justice in the demand, for I am constrained to say there is a great discrepancy between true teaching and the processes too generally pursued in the schools. In many instances the chief aim of the teacher is to keep the children in order, and make them commit to memory the words of the books; at best the studies are pursued as an end simply, with no intelligent reference to the development of the mind, either primarily or incidentally.

In my public addresses, I have labored to prepare the people generally to accept the only conditions upon which the schools can be essentially improved, namely, a curtailment of some of the branches of engrossing interest, the abandonment of old processes, and the introduction of methods radically different, having reference to the developing faculties of the mind. At present, any proposed method for training the hand and the eye, as by drawing; or the voice and the ear, as by vocal culture and music; or the powers of expression, as by elementary composition and familiar conversations; or the powers of observation, as by the elements of botany, mineralogy, or of zoölogy,

if the pages of the arithmetic or the hours of oral spelling must thereby be abridged, would be opposed in many of the towns by the people, if not by the school authorities themselves.

Necessary changes can only result from an enlightened public sentiment, which shall discriminate, in the selection of teachers, in favor of those who have the necessary knowledge and tact to excite the powers of the mind to healthful activity. A discrimination in favor of such teachers will not only encourage them, but it will stimulate others to fit for successful teaching. On the other hand, nothing else will tend so much to create such a public sentiment as fine teaching. Hence, the thorough education of teachers is of first importance. Every possible means should be employed to induce all to fit themselves at Normal and Training Schools before they attempt to teach. Considering the large number of teachers who take charge of the schools without having had the advantage of special training, I would suggest holding, in the months of February and March, protracted Teachers' Institutes, organized and conducted, as nearly as practicable, upon the plan of good schools. I name these months, as the time when the schools in the country towns are generally suspended. The teaching force need not be large, but should consist of practical teachers. If some provision, legal or otherwise, could be made, which shall secure the attendance upon such institutes, of those teachers who are without experience, and such as have not had special preparation for teaching, a positive good would be accomplished for the schools.

One obstacle to the highest success of the schools, is the large number of small schools to be supported out of a limited appropriation; a result in great measure directly or indirectly attributable to the district system, in part necessitated by the sparseness of the population. A generous public spirit is steadily lessening this evil by the abolition of districts, and where it exists, of the district system itself. I have lately visited a town which has abolished three of her seven districts; concentrating all her children in four comfortable houses, suitably appointed and pleasantly located, keeping better schools for thirty weeks in the year, instead of twenty-four: she has entered upon a career of usefulness for her children, of which she is justly proud; her spirit and her example are worthy to be imitated by many other towns similarly situated.

Another obstacle is the great number of classes, particularly in the District Schools. There are many teachers in these schools, conducting from twenty to thirty exercises daily; this is indirectly attributable in part to an excess in grading. The composition of a District School would seem to indicate an entirely different organization from that of a Graded School; excessive grading here subjects the school to a round of merely mechanical manœuvring. The demand of the District School is for teaching of a somewhat general character, by topics and by illustrative exercises, much less than is usual by recitation of the pages of the book. The evil referred to results in some instances from a want of uniformity of text-books. In one school I found a class (?) of seven pupils reading, two in history and one in the upper book of each of five different series of readers. This case is exceptional; but the text-books are far from being uniform in many of the towns. This obstacle to the success of the schools is directly chargeable to a want of proper supervision, it being the duty of the school committee to prescribe the books to be used.

My time was spent in the autumn months in teaching in the Teachers' Institutes. In the spring, I labored in conjunction with the teachers and friends of education in Franklin and Hampshire counties to establish a Teachers' Association for these two counties. I am happy to say an association was formed, which held a meeting for two successive days. The meeting was largely attended and the exercises were of remarkable interest. The association gives assurances of great usefulness in the future.

GEO. A. WALTON,

*Special Agent for Western Counties.*

WESTFIELD, January 1, 1874.

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## **GENERAL AGENT'S REPORT.**

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# REPORT.

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*To the Board of Education.*

**GENTLEMEN :—**The review of my labors the past year is not, in the amount accomplished, as satisfactory to me as I could wish, and as it has been in previous years. A very severe sickness, resulting from unavoidable exposures in the discharge of some of my official duties during the previous fall and winter, kept me from all active service for two of the spring months, and prevented me from fully resuming my usual work for some time later.

From an examination of my notes, I find that I have visited nearly seventy towns and cities "for the purpose," as the statute prescribes, "of inquiring into the condition of the schools, conferring with the teachers and committees, lecturing upon subjects connected with education, and, in general, of giving and receiving information upon such subjects."

The *number* of towns visited is far from being a criterion of the time and labor required to visit the schools, often very remote from each other, with any hope of making the visit at all profitable to teachers and pupils, and to strive to awaken an increased interest in behalf of the schools by addressing the citizens when circumstances favor it. In some towns of extensive area, it is necessary to spend two, and even three, days to do this work at all satisfactorily, and to make the influence of such a visit felt as it should be. Having for several years been the only agent upon whom has been devolved the duty of doing this work for the whole State, with its nearly 350 towns, it has been impossible to concentrate my labors upon such a limited portion of it as to make them productive of very satisfactory results. For the last two years the employment of a Special Agent for the

western part of the State has relieved me to that extent, and if a few others, equally as efficient, could be employed with a definite territory of labor assigned to each, I believe it would greatly promote the interests of education throughout the State. I am persuaded that what Mr. Mann said twenty-five years ago is as true now as it was then. "In my opinion," he said, "the State could now do no wiser thing than to divide its territory into districts of convenient size, and to appoint a visitor or superintendent of schools for each section." This measure has also several times been urged in the annual reports of the present Secretary, and should receive thoughtful consideration.

A single visit of an agent to any town, if judiciously conducted, cannot fail of exerting some influence in promoting the interests of education ; but if each town could be visited at least once a year, and sufficient time be taken for a thorough inspection of all its schools, and one or two public meetings be held in which the most important subjects connected with education might be presented and discussed, that influence would be very greatly increased.

It is very desirable that the same towns should, at least within a year, be again visited, to see if the suggestions made in the previous visit have been adopted, and if any progress has been made in educational matters. Such visits would, of course, be less necessary for those towns having an efficient local school supervision, though even in these the visits of an agent might, in various ways, be productive of good, and as I have found are always cordially received. For the towns, and they are numerous, in which the constant demands of professional and business avocations, and sometimes the acknowledged lack of suitable qualifications prevent the members of school committees from exercising such a supervision of the schools as would promote their greatest efficiency, and from such active educational efforts, as would awaken among all classes of the community a deeper interest in the education of their children, such visits from an agent, experienced in school matters, intelligent, judicious and heartily devoted to his work, seem very desirable, and, indeed, necessary. To make this system of state supervision still more efficient, should it not, to some extent, at least, be authoritative? If the counsels of the visiting agents may be accepted or rejected, and none of their sug-

gestions for remedying defects in teaching and in discipline, and for providing suitable furniture, blackboards, books of reference, etc., where the citizens are abundantly able to do so, are to be adopted any farther than may seem good to individual caprice, the value of such visits will be of comparatively little worth. Although they are now merely advisory, yet it gives me pleasure to say, that in every instance where my advice has been given on these and kindred subjects it has been well received, and in subsequent visits gratifying evidence has often been afforded of an effort to carry out the suggestions made in previous visits.

For several reasons my visits to towns are sometimes made without any previous intimation, and if at such times I am unable to find any members of the school committee to accompany me in visiting the schools, I subsequently communicate to them such suggestions tending to the improvement of the schools as the visit has awakened. In making a more formal visit I send some days previously the following communication :—

OFFICE OF THE STATE BOARD OF EDUCATION, }  
BOSTON, 187 . }

*To the School Committee of*

GENTLEMEN :—The General Statutes make it an important part of my duty “to visit the several towns and cities of the Commonwealth, for the purpose of inquiring into the condition of the schools, conferring with teachers and committees, lecturing upon subjects connected with education, and giving and receiving information upon such subjects.” If agreeable to you, I propose to visit

on \_\_\_\_\_ and to spend the day in such a manner as you think may best promote the interests of education among your people.

It is my practice to visit as many of the schools during the day as circumstances will permit,—and generally some of the committee accompany me in these visits,—and in the evening to give a public lecture upon some educational topic. In some places the forenoon only is spent in visiting schools, and the afternoon in meeting the teachers, members of the school committee, parents, advanced pupils, and other friends of education, at such time and place as the school committee may appoint, when such subjects are presented, in a free and familiar manner, as local circumstances may suggest as most desirable to be presented.



You will please make such arrangements for my visit as you deem desirable. I am, gentlemen, your obedient servant,

ABNER J. PHIPPS,

*General Agent of the Board of Education.*

I would take this opportunity to thank the school officers in the towns visited for their uniform interest in making arrangements for my visits, in accompanying me to the schools, and in tendering to me so frequently the generous hospitality of their homes. To the teachers, also, I would express my thanks for the cordial manner with which my visits to their schools have been received, for their numerous acts of courtesy and hospitality, their kind appreciation of the motives which prompted suggestions and criticisms, and their evident desire to profit by them.

#### SCHOOL-HOUSES AND FURNISHINGS.

As my last report was entirely devoted to the condition of school-houses throughout the Commonwealth, I will only say, that the past year has furnished additional evidence of wise and generous liberality in erecting and repairing school-houses, there having been expended for this purpose nearly a million and a half of dollars (\$1,416,109). Of this amount Middlesex County expended \$384,000 and Essex \$269,000. In most of the large towns, and in many of the small ones, the schools are much better supplied with good furniture, blackboards, wall-maps, books of reference, etc., than heretofore, and each year witnesses a gratifying advance in this direction. In a majority of cases these aids are supplied by the school committees, who are exercising more than in former years the authority delegated to them by the General Statutes, of appropriating for such purposes one-fourth of the income from the school fund received by their several towns. Every school in one of the last towns visited by me has in this way been recently supplied with a complete series of wall-maps, and it is the purpose of the committee to continue, from year to year, to meet existing wants of this kind in a similar way. Nor is this an exceptional case. But in many towns the income of the school fund, which the law says "shall be applied *by the school committees* thereof to the support of the Public Schools therein," and of

which *they* "may, if they see fit, appropriate any sum, not exceeding twenty-five per cent., to the purchase of books of reference, maps and apparatus for the use of said schools," becomes absorbed in the general appropriation of the town for school purposes, and is not held by the town treasurer, *subject to the order of the school committee*, as it should be. When school committees are instructed as to their rights and implied duty, in regard to expending one-fourth of this income for the purchase of such needed aids, they generally begin to use it for that purpose, and to realize the fact, that even "a small expenditure for each school will lighten the labors of the teacher at once, and yield a hundred-fold harvest in the advancement of the children." Not unfrequently, through the personal efforts of teachers and pupils, especially in the higher grades of schools, these deficiencies are supplied. In quite a number of schools that I have visited, I have learned that a piano or cabinet organ, several beautiful chromos or engravings, encyclopædias and other books of reference have been obtained by musical or literary entertainments given by the teachers and pupils of these schools, and that, too, without any interference with the ordinary school work. In these and similar ways this want of the schools is now more generally met than at any previous period; still, though it cannot, I think, be said now, as it was in 1860, by Secretary Boutwell, that "most of the Public Schools of the State are destitute of maps and apparatus suited to aid the teacher and the pupils," it is too true, that in a majority of schools where such aids are most needed, they are not to be found.

#### SCHOOL ATTENDANCE.

According to the statement that goes forth in our Annual Report this year, based on the statistical returns made to the Board by the school committees, the impression will be given that only seventy in every hundred children in the State between five and fifteen years of age, during 1872-3, enjoyed the advantages of education in the schools, for the support of which there was expended that year, \$5,564,246, a sum equal to \$19.38 for every child in the State between those ages. This is even a worse exhibit than the previous (Report for 1871-2) showed, the number that year being stated as seventy-three in every hundred.

While it is doubtless true that there are many children in various parts of the State who are never found within the school-room, I cannot believe that thirty children in every hundred between five and fifteen years of age failed of receiving any school instruction during last year. It seems to me that a nearer approximation to the truth would be to base the calculation, not upon the "*average attendance*," but upon the number of different pupils whose names are entered upon the school registers, and who during the year received at least a modicum of instruction, and also to take into account those attending Private Schools and Academies.

I would submit the following statement, from which I think a more correct opinion can be formed, and one more creditable to the fair fame of our Commonwealth :—

Number of children in the State between five and fifteen years of age, May 1, 1872,	. . . . .	287,090
Whole number of different scholars in Public Schools during the school year 1872-3,	. . . . .	283,872
Of this number there were under five years,	2,516	
And over fifteen years,	23,905	
	<hr/>	26,421
		<hr/>
		257,451
There were also in Academies and Private Schools,	. . . . .	22,001
Deduct, say 10 per cent., for those over fifteen years,	. . . . .	2,000
	<hr/>	20,000
		<hr/>
		277,451

This is as near an approximation as I can reach, and if this is correct, then *ninety-six* per cent. of all between the ages of five and fifteen years received instruction at school for a longer or shorter time during the year, instead of *seventy* per cent.

Great injustice is done to many cities and towns in the Commonwealth, and a wrong impression given in regard to the lack of any school instruction on the part of a large proportion of the children in these places by the statistical statements of our

Annual Reports and the inferences drawn from them. For example: our statistics for the year show that in Salem there were 5,420 children between five and fifteen years of age, and an average attendance in the Public Schools of only 2,745, giving a ratio of attendance of only 50½ per cent., and giving the impression that about 50 of the children of school age in that city have no school instruction at all. Now the fact is, that there are 1,400 children (mostly Catholics) in the Private Schools of that city, who are entirely ignored in the above statement, and 4,570 different children were, for a longer or shorter time, in the Public Schools during the year. Making suitable deductions for those in the Public and Private Schools who are not included in the period of "five and fifteen years of age," it will appear, as is no doubt true, that but few children of this age failed to receive some school instruction in Salem during the year, and that this city, instead of being the 330th in rank in respect to school attendance, should in this respect occupy as high a position as Boston, or even Springfield, or almost any other town in the Commonwealth.

A somewhat similar statement might be made with regard to Lawrence, which has 1,000 (mostly Catholics) in Private Schools, who are ignored in making the ratio of school attendance; also of Chicopee, and several other places.

It must thus be obvious to every one who carefully considers the subject, that inferences drawn from the number of children between five and fifteen years of age, as reported by the assessors, and the *average* number attending the Public Schools, as presented in our report, are not very reliable. There should be some way of ascertaining more definitely whether all children of school age are receiving instruction agreeably to the requirements of the statute. The law should require, I think, of every town and city, a registry of the names of all children between five and fifteen years of age to be made annually to the school committee. It should then make it the duty of the school committee to ascertain whether each one of these children has received, at any Public or Private School, the amount of instruction required by the statute. There is now no legal requirement, as there should be, that teachers of Private Schools should make returns of the number of children attending them; in the absence of a definite statement, which, for various reasons,

is often withheld, the school committee are left to *guess at the number*, which, of course, is not reliable.

The law should also require the parent or guardian of every child of suitable school age, in respect to whose attendance at school there is doubt, to prove that such child is somewhere, or in some way, receiving the instruction required.

To make these requirements effective, some suitable penalty should be attached to their neglect. It is for the want of such penalty that many of our school laws are now mere "glittering generalities," and utterly fail of securing any desired results.

#### TEACHERS' INSTITUTES.

The times and places at which these were held during the year, and the names of those who assisted in conducting the exercises, are presented in the Secretary's Report, and are therefore omitted here. Eight weeks of my time were devoted to constant attendance upon these Institutes, and much additional time was spent in making the preliminary arrangements for holding them,—conferring with school committees, advertising each Institute in several newspapers, preparing the posters to be sent to numerous towns in the vicinity of each place where the Institute was to be held, and personally visiting many of these towns to awaken, in advance, an interest in it, arranging with railroad officials for free return-tickets, and numerous other duties of this nature, on which the success of an Institute greatly depends, which are devolved upon the General Agent.

In some of the preliminary arrangements for these Institutes in the western part of the State, very efficient help was rendered by Mr. Walton, the Special Agent for that section.

When unable to make the personal visits alluded to, and often in addition to them, I usually send out numerous letters, like the following, to the members of school committees in towns from which it is hoped teachers will come to attend the several Institutes :—

OFFICE OF THE STATE BOARD OF EDUCATION, }  
BOSTON, 187 . }

DEAR SIR,—A "Teachers' Institute" is to be held in  
commencing Monday afternoon, , at 2 o'clock, and closing  
the next Friday evening. The exercises of each daily session will  
have special reference to the teacher's work, and being conducted by

practical educators, of long and successful experience, will, doubtless, be of great benefit to those in attendance. Evening lectures of a popular and instructive character will also be given.

As the Teachers' Institutes are sustained by the generous patronage of the State, it is very desirable that teachers should enjoy the advantages afforded by them; and it is hoped that school officers will interest themselves in securing their attendance, permitting them, when their schools are in session, to close them for this purpose, and, as is customary, without deducting from their wages for the time being.

It is expected that free entertainment will be furnished to members of the Institute, and that free return tickets on the railroad can be given to the place from which an advance fare may be paid.

Will you please to extend this notice, as far as convenient, to the teachers of your schools, and encourage them to attend. Your own presence will be welcomed. Yours, truly,

ABNER J. PHIPPS,  
*General Agent of the Mass. Board of Education.*

I have spoken of these matters in greater detail than I could wish, that the Board may know some of the demands made upon the time of the General Agent, and to show that, were it not for such necessary and unavoidable duties, a much larger number of towns could annually be visited by me for purposes of school inspection, and lecturing on educational topics.

As a matter of interest, and for purposes of reference, I present the following alphabetical list of the 150 different towns, where 234 Institutes have been held in our State since they were commenced in 1845, with the year of each session.

Acton, 1861.  
Adams, 1848, 1855, 1858.  
Adams, North, 1869.  
Amherst, 1852.  
Amesbury Mills, 1863.  
Andover, 1846, 1866.  
Ashburnham, 1855.  
Athol, 1848, 1854, 1868.  
Attleboro', 1849, 1851, 1862, 1873.  
Ayer, 1871.  
Barnstable, 1851, 1857, 1872.  
Barnstable (Hyannis), 1849, 1856.  
Barre, 1854, 1872.  
Becket, 1865.  
Bedford, 1857.

Belchertown, 1868.  
Bernardston, 1858, 1872.  
Beverly, 1870.  
Billerica, 1859, 1868.  
Blackstone, 1851, 1870.  
Boston, 1852.  
Brewster, 1850, 1855.  
Bridgewater, 1845, 1855, 1863.  
Brimfield, 1860.  
Brookfield, 1857.  
Cambridge, 1852.  
Charlemont, 1847, 1870.  
Charlestown, 1852.  
Chatham, 1845, 1860.  
Chelsea, 1855.

Chester, 1872.  
Chicopee, 1852.  
Clinton, 1866.  
Concord, 1847.  
Conway, 1853, 1864.  
Cummington, 1862, 1873.  
Dana, North, 1870.  
Dartmouth, South, 1864.  
Dedham, 1859.  
Deerfield, 1852.  
Dennis, East, 1864.  
Dennis, South, 1867.  
Dudley, 1865.  
Easthampton, 1863.  
Easton, North, 1867.  
Edgartown, 1848, 1861.  
Fairhaven, 1858.  
Fall River, 1852, 1866.  
Falmouth, 1850, 1861, 1868.  
Fitchburg, 1845, 1850, 1862.  
Foxboro', 1857.  
Framingham, 1850, 1857.  
Franklin, 1854.  
Gardner, South, 1858.  
Gloucester, 1872.  
Grafton, 1846.  
Great Barrington, 1847, 1859.  
Greenfield, 1849, 1863.  
Groton, 1849, 1856.  
Hadley, 1850, 1864.  
Hadley, South, 1867.  
Hardwick, 1859.  
Harwich, 1846.  
Hatfield, 1865, 1873.  
Haverhill, 1853, 1858, 1869.  
Hingham, 1868.  
Hinsdale, 1869.  
Holliston, 1852.  
Holmes' Hole, 1869.  
Holyoke, 1862.  
Hopkinton, 1854.  
Hubbardston, 1849, 1860.  
Kingston, 1856.  
Lancaster, 1854.  
Lawrence, 1851, 1862.  
Lee, 1846, 1854, 1864.  
Leicester, 1863.  
Lenox, 1850.  
Leominster, 1852, 1857.

Littleton, 1855.  
Longmeadow, 1863.  
Lowell, 1852, 1867.  
Lunenburg, 1853.  
Malden, 1853.  
Mansfield, 1854.  
Marlboro', 1856, 1867, 1871.  
Maynard, 1873.  
Medway, 1850, 1871.  
Medway, West, 1863.  
Middleboro', 1853.  
Milford, 1850, 1858, 1861.  
Millbury, 1853.  
Monson, 1850, 1870.  
Montague, 1855, 1870.  
Nantucket, 1853.  
Natick, 1853, 1864, 1870.  
Needham, 1867.  
New Bedford, 1853.  
Newburyport, 1854.  
New Marlboro', 1866.  
Newton, 1851, 1864.  
New Salem, 1846, 1873.  
Northampton, 1857, 1869.  
Northborough, 1851, 1860.  
North Bridgewater, 1868.  
North Brookfield, 1852, 1859.  
Norton, 1857.  
Orange, 1866.  
Orleans, 1853, 1861.  
Oxford, 1853.  
Pepperell, 1850, 1866.  
Petersham, 1851.  
Pittsfield, 1845, 1851, 1854, 1857, 1871.  
Plymouth, 1850.  
Provincetown, 1858, 1869.  
Quincy, 1847.  
Randolph, 1854, 1865.  
Roxbury, 1852, 1854.  
Royalston, 1851.  
Rutland, 1855.  
Salem, 1854.  
Salisbury (Mills), 1873.  
Sandwich, 1849, 1871.  
Sheffield, 1852, 1861.  
Shelburne Falls, 1861, 1868.  
Shrewsbury, 1855.  
Southbridge, 1851, 1872.  
Stoughton, 1851, 1866.

Sunderland, 1848.  
 Swampscott, 1865.  
 Taunton, 1846, 1865.  
 Templeton, 1853.  
 Townsend, 1859.  
 Truro, 1857.  
 Uxbridge, 1862.  
 Waltham, 1860.  
 Ware, 1851, 1856, 1864, 1873.  
 Webster, 1859.  
 Wakefield, 1872.  
 Wellfleet, 1859, 1871.  
 Westboro', 1858.

Westfield, 1855.  
 Westford, 1863.  
 West Newbury, 1871.  
 West Stockbridge, 1873.  
 Weymouth, 1861.  
 Wilbraham, 1861.  
 Williamsburg, 1856.  
 Williamstown, 1862, 1872.  
 Winchendon, 1856, 1867.  
 Woburn, 1852.  
 Worcester, 1852, 1854.  
 Wrentham, 1852.  
 Yarmouth, 1855, 1862, 1865.

For a similar reason, I present the following table, which shows the number of Institutes annually held, the whole attendance and the average attendance each year:—

YEAR.	Number of Institutes.	Whole Attendance.	Average Attendance.	YEAR.	Number of Institutes.	Whole Attendance.	Average Attendance.
1845, . . .	4	425	106	1860, . . .	5	519	103
1846, . . .	6	360	60	1861, . . .	9	1,246	138
1847, . . .	4	172	63	1862, . . .	8	1,491	186
1848, . . .	5	295	59	1863, . . .	8	1,533	191
1849, . . .	6	455	76	1864, . . .	8	1,228	153
1850, . . .	12	1,750	146	1865, . . .	7	1,231	176
1851, . . .	12	1,435	120	1866, . . .	7	983	140
1852, . . .	16	2,444	163	1867, . . .	7	1,106	158
1853, . . .	12	1,492	124	1868, . . .	7	752	107
1854, . . .	13	1,555	119	1869, . . .	6	599	98
1855, . . .	11	1,372	125	1870, . . .	7	922	132
1856, . . .	10	1,112	111	1871, . . .	7	908	130
1857, . . .	11	1,269	115	1872, . . .	8	1,010	126
1858, . . .	10	1,533	153	1873, . . .	8	792	99
1859, . . .	9	848	94				

The following table will show the amount expended for conducting Institutes each year since their establishment by the legislature, in 1846:—

1846, . . . . .	\$1,104	1852, . . . . .	\$3,534
1847, . . . . .	538	1853, . . . . .	3,125
1848, . . . . .	1,132	1854, . . . . .	2,925
1849, . . . . .	990	1855, . . . . .	3,765
1850, . . . . .	3,050	1856, . . . . .	3,500
1851, . . . . .	3,000	1857, . . . . .	3,850



1858, . . . . .	\$3,500	1867, . . . . .	\$2,462
1859, . . . . .	3,169	1868, . . . . .	2,381
1860, . . . . .	1,700	1869, . . . . .	1,989
1861, . . . . .	2,438	1870, . . . . .	2,257
1862, . . . . .	2,535	1871, . . . . .	2,447
1863, . . . . .	2,625	1872, . . . . .	2,822
1864, . . . . .	2,843	1873, . . . . . (about)	2,800
1865, . . . . .	2,285		
1866, . . . . .	2,492		<hr/> \$71,258

The following summary is gathered from the above tables :—

The whole number of Institutes held during the 29	
years, . . . . .	234
annual average number, . . . . .	8
whole attendance for this period, . . . . .	30,837
annual average attendance, . . . . .	1,063
average attendance at each Institute, . . . . .	132

The whole expenditure for them (not including 1845),	\$71,258
annual average expenditure for 28 years, . . . . .	2,545
average cost of each Institute for 28 years, . . . . .	304
average cost <i>per capita</i> of those attending for 28	
years, . . . . .	\$2.34

I have not included the expense of conducting the Institutes in 1845, as this was met by the generous donation of one thousand dollars by Hon. Edmund Dwight, which was expended chiefly in paying the board of the teachers. In 1846, the legislature, with almost entire unanimity,—there being only five votes in opposition in the House, and none in the Senate,—appropriated twenty-five hundred dollars for an annual series of Institutes, the expense of each being limited to two hundred dollars. This is claimed to be “the first legal recognition and legislative support of Teachers’ Institutes in this country”; although such Institutes were first held, “without state patronage, as voluntary and self-supporting associations in the State of New York, in the year 1843.” Massachusetts has always most generously responded to every call upon her treasury that has given promise of promoting the interests of education, sometimes standing alone in this respect, even when other States are expected to derive equal benefit. As an instance of this, I would state the fact,

which has never been presented in our reports, that for thirty-eight successive years she has made an annual appropriation, amounting in the aggregate to over \$13,000, to the "American Institute of Instruction," whose officers and places of meeting are not confined to Massachusetts, or even New England, and is the only State that has ever contributed a cent for the interest of this Institute. How much longer she should consent to do this, while other States, and those who represent their educational interests, are unwilling to share in the expense of supporting, though participating in the benefits of this association, is worthy of consideration.

Since 1846, appropriations have annually been made by our legislature for the support of Teachers' Institutes, varying in the amount appropriated, and in some of the restrictions and limitations of the original Act establishing them. The essential features of the existing Act are: There must be reason to expect an attendance of at least fifty teachers of Public Schools, to justify the appointment of a time and place for holding an Institute; an amount not exceeding four thousand dollars may be used to defray the necessary expenses and charges, and procure teachers and lecturers for the Institutes, and of this sum, a portion, not exceeding three hundred and fifty dollars, may be used for each Institute.

The history and success of Teachers' Institutes, and the objects proposed to be accomplished by them, have so often been presented, and are generally so well understood, as to render unnecessary any further statement at this time. From my intimate knowledge of the practical benefits of these Institutes, extending through a period of twelve years, for the first five in occasional attendance while a member of your Board, and for the last seven in constant attendance at each Institute as your Agent, I most cordially commend them as eminently worthy of continued support and encouragement as an important means for the improvement of our Public School teachers, and for awakening a greatly increased interest in Common School education among the people in whose towns they are held.

ABNER J. PHIPPS,  
*General Agent.*



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**THIRTY-SEVENTH ANNUAL REPORT**

**OF THE**

**SECRETARY OF THE BOARD.**

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## SECRETARY'S REPORT.

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*Gentlemen of the Board of Education:—*

I invite your consideration of the Thirty-Seventh Annual Report of the Secretary, which is herewith respectfully presented.

### SUMMARY OF STATISTICS FOR 1872-73.

Number of cities and towns, . . . . .	342
All have made returns.	
Number of Public Schools, . . . . .	5,305
Increase for the year, . . . . .	112
Number of persons in the State between five and fifteen years of age, May 1, 1872, . . . . .	287,090
Increase for the year, . . . . .	4,605
Number of pupils of all ages in all the Public Schools during the year, . . . . .	283,872
Increase for the year, . . . . .	7,270
Average attendance in all the Public Schools during the year, . . . . .	202,882
Decrease for the year, . . . . .	2,370
Ratio of average attendance for the year to the whole number of persons between five and fifteen expressed in decimals, . . . . .	.71
Number of children under five attending Public Schools, . . . . .	2,516
Decrease for the year, . . . . .	309
Number of persons over fifteen attending Public Schools, . . . . .	23,905
Increase for the year, . . . . .	694
Number of towns that have made the provisions concerning truants required by law, . . . . .	132
Number of different persons employed as teachers in Public Schools during the year: males, 1,028; females, 7,421; total, . . . . .	8,449
Increase of males, 4; increase of females, 2; total increase, . . . . .	6
Number of teachers who have attended a Normal School, . . . . .	1,634
Average length of Public Schools, . . . . .	eight months and eight days.
Average wages of male teachers (including salaries of High School teachers), per month, . . . . .	\$93 65
Increase from last year, . . . . .	\$8.56

Average wages of female teachers, per month, . . . . .	\$34 14
Increase from last year, . . . . .	\$1.75
Amount raised by taxation for the support of Public Schools, including only wages, fuel, care of fires and school-houses, \$3,889,053 80	
Increase for the year, . . . . .	\$294,367.42
Income of funds appropriated for Public Schools at the option of the town, as of surplus revenue and the tax on dogs, . . . . .	\$30,106 20
Voluntary contributions to prolong Public Schools, or to pur- chase apparatus, etc., . . . . .	\$13,535 01
Decrease for the year, . . . . .	\$1,210.36
Amount of local school funds the income of which can be legally appropriated only for schools and academies, . . .	\$1,627,388 86
Income of the local funds appropriated for schools and academies, . . . . .	\$93,360 39
• Income of the State School Fund paid to the cities and towns in aid of their Public Schools for the school-year 1872-73, .	\$86,336 44
Amount paid for superintendence by school committees and superintendents, and for printing school reports, . . . .	\$121,005 72
Amount of salaries paid to superintendents of Public Schools, .	\$57,136 00
Aggregate returned as expended on Public Schools alone, ex- clusive of expense of repairing and erecting school-houses, and of school-books, . . . . .	\$1,140,037 17
Increase for the year, . . . . .	\$294,551.22
Sum raised by taxes, including income of surplus revenue, of similar funds, and the tax on dogs (but exclusive of taxes for school edifices and superintendence), for the education of each child in the State between five and fifteen years of age, per child, . . . . .	\$13 65.1
Increase for the year, . . . . .	\$0.78.8
Percentage of the valuation of 1872 appropriated for Public Schools, including only wages of teachers, fuel, and care of fires and school-rooms (two mills and fifty-six hundredths), .	\$100.2-56
All the towns in the State have raised, by taxes, the amount required by law (\$3 for each person between five and fifteen), as a condition of receiving a share of the income of the State School Fund.	
Amount expended in 1872 for erecting school-houses, . . .	\$1,010,521 33
Decrease for the year, . . . . .	\$317,746.89
Amount expended in 1872 for repairing school-houses, . . .	\$405,588 43
Increase for the year, . . . . .	\$3,060.03
Total expended for school-houses in 1872, . . . . .	\$1,416,109 76
Number of High Schools returned as such in towns not required by law to maintain them, . . . . .	43
Number of High Schools in cities and towns having five hun- dred families, and required by law to maintain them, . . .	147
Evening Schools,—number, 85; kept in thirty-six cities and towns; number of teachers, 373; whole number attending, 8,713; average attendance, 4,577; expense, \$52,320.03.	

Schools in State Charitable and Reformatory Institutions,—number, 18; number of different pupils, 1,304; average attendance, 755; number between five and fifteen remaining in the institutions August 31, 1873, 445; number over fifteen, 453; number of teachers—males, 4, females, 19; wages—males, \$50 per month, females, \$25 per month.

Number of Incorporated Academies returned, . . . . .	71
Average number of scholars, . . . . .	7,573
Increase for the year, . . . . .	3,308
Amount paid for tuition, . . . . .	\$260,332 95
Increase for the year, . . . . .	\$85,147.22
Number of Private Schools and Academies, . . . . .	402
Decrease for the year, . . . . .	61
Estimated average attendance, . . . . .	14,428
Increase for the year, . . . . .	741
Estimated amount of tuition paid, . . . . .	\$471,235 25
Increase for the year, . . . . .	\$48,048.75
Amount paid to maintain Public Schools alone,—for wages, fuel, care of fires and school-rooms, repairing and erecting school-houses, supervising schools, printing city and town school reports, providing apparatus, and instruction of children in reformatory institutions and almshouses, . . .	\$5,564,246 93
For each person in the State between five and fifteen years of age, . . . . .	\$19 38
For each person of the entire population of the State, . . .	\$3 81
Percentage of the State valuation of 1872, . . . . .	\$0.003-62

If, to the amount raised by taxation, there are added the income of local funds, tuition paid in Private Schools and in Academies, appropriations by the legislature for the benefit of Public Schools, etc., not including interest of money invested in school-buildings, and the cost of school-books, nor the expense of professional and scientific schools and colleges, the aggregate expended during the year, in Massachusetts, for popular education, is *six and a half millions*.

#### INCREASE.

A noticeable and very gratifying feature in the returns for a few years past, is the continued large yearly increase in the means voluntarily provided by taxes, and solely for the annual and current support of the Public Schools, including only the usual expenses of the schools for wages of teachers and warming and care of school-buildings.



The following is a statement of the annual increase for six years past :—

			Increase from the previous year.
For school-year	1867-8,	.	\$280,268 10
"	"	1868-9,	287,934 64
"	"	1869-70,	201,344 39
"	"	1870-71,	147,282 24
"	"	1871-72,	322,351 05
"	"	1872-73,	294,367 42
Aggregate increase,			<hr/> \$1,533,547 84

In the school-year 1863-4, the entire sum raised by tax for the same objects, was \$1,536,314.31. This statement shows that the increase in the last six years, \$1,533,547.84, is nearly equal to the whole amount raised by tax ten years ago, \$1,536,314.31; it also shows very conclusively that the people so far manifest their appreciation of their Public-School system, as to continue to maintain it, by voluntary taxes, according to the advance of the State in population and property.

On examining the foregoing summary, it appears that the ratio of average attendance is found by comparing such attendance with the whole number of persons in the Commonwealth between five and fifteen years of age, and not with the whole number actually attending the schools. This ratio for the last school-year is .71, or .02 less than that of the previous year. This decrease is accounted for by two circumstances. *First*, the unusual prevalence, in many of the larger towns, of small-pox and scarlet fever. Not a few of the reports of the school committees give this as a reason for the diminished attendance in their several towns; and *second*, the opening of quite a number of Private Schools in some of the cities and large towns, with the express intent of withdrawing large numbers of the children from the Public Schools. Other causes which affect the average attendance upon the Public Schools, I shall notice while reviewing the reports of the school committees.

The whole number of pupils in the Public Schools was 283,872, a gratifying increase of 7,270 over the attendance of the preceding year, and 3,218 less than the whole number between five and fifteen. This difference is, in my judgment, more than

accounted for by the fact that our enumeration is for the period of ten years, between *five* and *fifteen* years, instead of *six* and *sixteen*, as I think it should be. For it is well known that large numbers of children between five and six never enter the Public Schools. Among intelligent and thoughtful families the opinion largely prevails, and is constantly gaining ground, I am glad to say, that the age of six is quite early enough to send children from under the parental roof to the Public School, wisely preferring to direct the earliest steps in their course at home. Moreover, in some of our towns, of which Marblehead is an instance, the school committee do not allow the attendance of children under that age. It is also to be borne in mind, that it is a very common practice to send children of this age to school only for brief and irregular portions of the year, especially so in the rural towns, where the old custom generally prevails of sending such children to school during the summer term, and not at all during the winter—a practice which considerably modifies the account of *average* attendance.

The view of the school attendance in the Commonwealth would be quite incomplete without taking into the account the pupils of numerous other institutions than the Public Schools :—

In the Academies and Private Schools, the <i>average</i> attendance was 22,001—representing, doubtless, a whole attendance of not less than . . . . .	25,000
In the eighty-five Evening Schools, the whole attendance was . . . . .	8,713
In Charitable and Reform Schools, it was . . . . .	1,304
	<hr/>
	35,017
Add the number in the Public Schools, . . . . .	283,872
	<hr/>
And we have a total of . . . . .	318,889

In view of these facts, there seems to be good reason for the belief that the number of children belonging to the Commonwealth, for whose training she holds herself responsible, is very small, who do not partake, in some measure at least, of the educational advantages which she so freely provides.

This belief will be confirmed, rather than weakened, by a brief analysis of the statistics given in the report of the last United States census, relating to,—

#### ILLITERACY.

This report states the number of persons over ten years of age who cannot read to be 74,935, and the number who cannot write to be 97,742.

By some writers, within as well as without our borders, this statement is used as proof of a great dereliction of duty in respect to the matter of education on the part of the Commonwealth as a whole, and of those to whom her educational interests are intrusted, in particular.

In order to ascertain with some degree of exactness where the responsibility for this large amount of illiteracy rests, let us examine the table of statistics relating to those persons who cannot write, of which the foregoing statement is a part. Although not necessary for my purpose, yet, as a matter of interest, I give the whole table as found in the first volume of the census report, with slight modifications, which in nowise affect its accuracy as to the matter in hand.

It is as follows :—

Cannot Write.

STATE AND COUNTRIES.	ABOVE 16.			16 TO 18.		18 TO 21.		21 AND OVER.	
	Total.	Native.	Foreign.	Male.	Female.	Male.	Female.	Male.	Female.
State, . . . . .	97,742	7,912	89,830	2,244	2,174	3,089	4,541	31,742	53,934
Barnstable, . . . . .	718	166	552	25	16	24	33	300	320
Berkshire, . . . . .	5,677	613	5,064	164	141	321	315	2,180	2,555
Bristol, . . . . .	8,132	1,392	6,740	389	416	376	554	2,145	4,251
Dukes, . . . . .	57	28	29	—	—	4	1	26	26
Essex, . . . . .	9,982	769	9,213	239	209	221	504	2,947	5,861
Franklin, . . . . .	466	59	407	15	18	20	24	192	197
Hampden, . . . . .	7,709	619	7,090	260	248	284	422	2,353	4,141
Hampshire, . . . . .	2,698	154	2,544	69	67	121	162	943	1,336
Middlesex, . . . . .	14,649	550	14,099	117	107	493	583	5,334	8,014
Nantucket, . . . . .	7	—	7	—	—	—	—	3	4
Norfolk, . . . . .	5,059	266	4,793	26	49	80	158	1,664	3,074
Plymouth, . . . . .	2,225	227	1,998	35	27	60	94	873	1,135
Suffolk, . . . . .	24,415	1,431	22,984	198	231	231	775	7,577	15,399
Worcester, . . . . .	15,948	1,638	14,310	707	645	854	916	5,205	7,621

It will be observed that at the head of the first column, the whole number above ten years of age who cannot write is stated, at 97,742. In the next two columns this number is classed as native and foreign; and in the remaining columns the total number is classified with respect to sex and age.

Beneath, the total numbers under the several heads are distributed to the several counties.

Now, on examining this table, the first thing which claims our notice is, that of the whole number, 97,742, of illiterates, 89,830 are of foreign birth, and but 7,912 natives. Differently stated, while the whole number of illiterates constitutes 670 in 10,000 of the population, the native illiterates are a slight fraction over 54 in 10,000, or a fraction over one-half of one per cent., and by the way, a less percentage of illiterates than was found in the Prussian contingent of the German army operating against France, which was stated to be one and one-half per cent.

Again, we find that 85,676 are over twenty-one years of age, leaving but 12,066 between the ages of ten and twenty-one, of whom 7,630 are between fifteen and twenty-one, and 4,418 are between ten and fifteen.

If, now, we examine the manner in which these illiterates are distributed through the several counties, we shall find not only the largest numbers, but the largest proportion to the whole population in the counties which are the seats of our manufacturing industries,—as Suffolk, Worcester, Middlesex, Essex and Bristol,—while in the counties whose people are devoted to other pursuits,—as Barnstable and Franklin,—the number of illiterates, both native and foreign, is small.

From other statistics in the census report, we learn that the number of cotton, woollen and other mill operatives in Massachusetts, in 1870, was 63,687,—three times greater, within a minute fraction, than that of any other State, and equal to thirty per cent. of the whole number in the United States.

Now, it is well known that, contrary to the custom of thirty years ago, a large proportion of these people come to us in families, and from other countries; and they swarm across our northern borders from the least educated districts of Canada East. They do not come to find permanent homes, but move from place to place in our own and the neighboring States, as they

can best find employment, intending to return, as most finally do, to their native homes.\*

Beyond question, as it appears to me, this fact, taken in connection with the deductions from the foregoing table, furnish an ample cause why Massachusetts is charged with so large an amount of illiteracy, and goes far to settle the question of her responsibility for its existence.

In examining this subject, I have been led to inquire as to the relative standing of Massachusetts in respect to illiteracy, when compared with the leading States of the Union. The results are given in the following table, in which the comparison is made, first, with the New England States; second, with the Middle States; and last, with four representative States west of the Alleghanies.

The first column gives the names of the States; the second the population of each; the third and fourth the whole number over ten years, both native and foreign, who cannot write, and the ratio of that number to the whole population; the fifth and sixth the number of native-born illiterates, and their ratio to the population.

STATES.	Population—1870.	No. of foreigners and natives over 10 years of age who cannot write.	Percentage of foreigners and natives over 10 years of age who cannot write.	No. of natives over 10 years of age who cannot write.	Percentage of natives over 10 years of age who cannot write.
Massachusetts, . . .	1,457,351	97,742	.0670	7,912	.0054
Maine, . . .	626,915	19,052	.0302	7,986	.0127
New Hampshire, . .	318,300	9,926	.0311	1,992	.0051
Vermont, . . .	330,551	17,706	.0535	3,902	.0118
Connecticut, . . .	537,454	29,616	.0551	5,678	.0105
Rhode Island, . . .	217,353	21,921	.1008	4,444	.0204
New York, . . .	4,382,759	239,271	.0546	70,702	.0161
New Jersey, . . .	906,096	54,687	.0603	29,726	.0327
Pennsylvania, . . .	3,521,951	222,356	.0631	126,803	.0359
Ohio, . . .	2,665,260	173,172	.0649	134,102	.0503
Indiana, . . .	1,680,637	127,124	.0756	113,185	.0673
Illinois, . . .	2,539,891	133,584	.0525	90,595	.0356
Wisconsin, . . .	1,054,670	55,441	.0525	14,113	.0133

\* An illustration of this was witnessed in the return of thousands to Canada, as stated in the public journals, during the late panic.

From this table it appears that, while the *whole number* of illiterates in Massachusetts, in proportion to her population, is comparatively large,—that of Rhode Island and Indiana only being larger,—the ratio of her native illiterates to population is the smallest of the whole number of States named, except that of New Hampshire, the difference between the two being but  $\frac{1}{10,000}$ . Compared with Pennsylvania, the ratio of the whole number of illiterates is nearly the same, while, of natives alone, that of Pennsylvania is more than sixfold greater than that of Massachusetts.

I have made the foregoing statements, with the intent, not so much of shielding ourselves from reproach and warding off any just responsibility, as of pointing out the source of the evil, and of giving the right direction to all just and proper efforts to avert it.

Doubtless, that source is the large and constantly increasing importation of uneducated population to supply the demand for cheap labor in our great manufacturing towns. This demand is not likely to diminish. The flow of immigration will keep pace with the demand. Many of those who come will find pleasant homes and become permanent residents. The question which now presses upon us for solution, and will press more strongly in the future, is, What shall be the character of this new population and their descendants? Shall they perpetuate the ignorance which they bring, or shall their children find their way freely, or by *compulsion* if need be, into our Free Schools, where they may learn those lessons which will fit them for the duties and responsibilities of the new civil and social life into which they are entering? This, as I regard it, is *the* question of the present hour. We cannot push it aside. Whatever is true of the past, the responsibility of the present and of the future is ours.

I cannot doubt that we shall meet it as becomes the character of an enlightened and free people. Something—nay, much—has already been done, and is now doing, in the right direction. At the instance of the Board, our legislation has been greatly improved. Still, more legislation is needed, and will, doubtless, soon be granted. But of this I propose to speak more at large in another place.

With an apology for dwelling so long on this topic, I pass to the consideration of others.

## DEAF-MUTES.

In obedience to the statute, I present the following statement of the number aided by the Commonwealth during the past year, and the number admitted to the several institutions at the beginning of the school-year 1873-4 :—

In the American Asylum, pupils during the past year, . . .	71
Admitted, . . . . .	14
Returned after a year's absence, . . . . .	3
In the Clarke Institution, during the year, . . . . .	50
Admitted, . . . . .	9
In the Boston School, during the year, . . . . .	48
Admitted, . . . . .	12
	<hr/>
	38 169

The following is a statement of the amounts paid from the treasury for the support and tuition of the state pupils in 1873 :—

To the American Asylum, . . . . .	\$13,599 75
To the Clarke Institution, . . . . .	10,540 00
To the Boston School, . . . . .	5,366 24
	<hr/>
	\$29,505 99

I take pleasure in giving the following extracts from the last annual reports of the American Asylum and the Clarke Institution. Mr. Stone, principal of the former, thus speaks of the number of deaf-mutes in New England who are not receiving an education :—

“The number of deaf-mutes in New England, from five to twenty years of age, who are not attending school, as given by the census, and published in the last report, is as follows :—

Maine, . . . . .	72
New Hampshire, . . . . .	35
Vermont, . . . . .	37
Massachusetts, . . . . .	132
Rhode Island, . . . . .	19
Connecticut, . . . . .	32
	<hr/>
Total, . . . . .	327



Showing that there is still a large number who are not receiving an education. This evil is not peculiar to New England. The large number of deaf-mutes who are not attending school, is receiving attention in various parts of the country, and has been often deplored. The obstacles which prevent deaf-mutes from going to school—the mistaken fondness of parents, ignorance, indifference, and sometimes the avarice which values the labor of children more than their education—are hard to overcome. Some who have considered the subject, favor, as a remedy, the enactment of laws requiring the compulsory education of all deaf-mutes, and believe that we are tending towards it. This idea is not popular in this country, and the enforcement of such laws would be attended with great difficulties. The spreading of information among the people, and awakening an interest by personal effort, has always been found necessary, and is probably the best means of reaching deaf-mute children, and bringing them to school.”

Of drawing, he says :—

“Two classes in drawing have been taught during the year, with good results. Most of the instruction has been upon the rudiments of outline drawing and pencilling. Some of the pupils show decided taste in this branch, and have produced creditable work. A few have learned to paint in water-colors. The attempt has been made to teach drawing to those of the older pupils who showed any degree of talent for it. It is found to be a pleasing diversion, and a source of gratification. Some of the girls have made use of the art in their fancy-work. A number of the boys from the cabinet-shop have been taught the elements of perspective and freehand drawing, with special reference to their trade, and can make a practical use of their knowledge in it. This application of the art of drawing is an important addition to the regular instruction of the mechanical department.”

In my last report, it was stated that the system of “visible speech” had recently been introduced into the asylum. From Mr. Stone’s statement as to the methods of giving instruction, and the results of the experiment during the past year, I extract the following :—

“Mr. Bell remained during May and June, and devoted five hours a day to the work of instructing the teachers and putting his method into practice among certain selected pupils. All of our teachers gained a theoretical knowledge of the method, and two of them, Miss Julia Sweet and Mr. Clark, obtained a practical acquaintance with it.

"During the present term, which commenced in September, Mr. Clark and Miss Sweet have given instruction in visible speech to about forty pupils. Better results would have been obtained with a smaller number, but we desired that all the semi-mutes should be taught, and also as many as possible who were either born deaf or had no knowledge of speech, as the new method claims to be universal in its application. The congenital mutes selected were of more than average ability, that the trial might be made under the most favorable circumstances.

"There has been a subdivision into classes, numbering from two to five pupils, and in no case has it yet seemed profitable to have more than three congenital mutes at once. Each pupil has had class instruction half an hour a day, six days in the week, besides a general voice drill fifteen minutes a day, five days a week.

"The work of the year with semi-mutes has aimed at correcting previous defects of voice, articulation and pronunciation. Besides this there has been constant drill in difficult combinations of elements, reading language of one syllable, frequent lip-reading and an attempt at inflection.

"The class-work with congenital mutes has been primarily directed to obtaining correct articulation, and as much of it as possible. Much time has been given to obtaining control over the organs of speech.

"Considerable attention has been given to lip-reading, but this has been subordinated to what at present seemed more important,—the correction of defects in semi-mutes, and obtaining a basis of words in the congenital. Most of the latter have, in a week or two of special attention, proved that they can read from the teacher's lips most of the words learned. Some of those termed congenital have been carefully selected from pupils who, losing their hearing after birth, might be supposed to retain some idea of speech; the rest were from among the brightest congenital mutes.

"A word as to the value of visible speech. It seems to be the best and only true method of teaching articulation. The chart shows that before it was introduced, nearly all our semi-mutes failed to give many of the simple elements, or gave them incorrectly, although several years of special and faithful labor had been received. Visible speech has met these difficulties, by showing the pupil just what to do. Where elements are yet imperfect in the case of semi, or congenital mutes, it is due either to the force of previous habit or present lack of control over the tongue. Time will remedy these defects, many of which are but trifling.

"The question involved is, What proportion of congenital mutes can be benefited by it? Whatever difficulties we have to meet are due, not to any imperfection in visible speech, but to the fact primarily that the child is deaf. Doubtless many such can be taught to speak,

certainly many of those who come to us cannot. Of the former, some will be found to have a special aptitude, and make rapid progress, while others must have constant individual instruction, and after years of labor will probably fail to derive a benefit equivalent to the effort and time expended.

"The system of visible speech is a work of great ingenuity, and seems perfect as a scientific invention. In the hands of its author, the organs of speech are controlled after the manner of a musical instrument, and the experiments show that the success which has been attained depends upon the system more than upon any particular teacher. I consider visible speech far superior to any method I have known for teaching articulation. The hope of the deaf-mutes in this direction seems to rest upon it. Lip-reading is no more difficult by this method than by any other. Visible speech possesses undoubted value for semi-mutes, and renders the instruction of those who have mastered the combinations of sounds before becoming deaf comparatively easy. The possibility of teaching selected congenital mutes to speak with mechanical correctness by this method, has been abundantly proved, but experience shows it to be no light task. Teaching by visible speech is far more laborious and wearing than by signs, and there is great monotony until sufficient language has been acquired to make it the means of communicating ideas. Mr. Bell's statement that 'the full results of the introduction of the system cannot be known for a long time to come,' is very true. The practical question, Can articulation be made a means of ready communication for the average pupil in our institutions? must wait during years of trial for its solution, but the experience of the past year, so far as it goes, tends towards the belief that it cannot. Mr. Bell states that visible speech is now employed in the following institutions for deaf-mutes: Private School, conducted by Miss Hull, South Kensington, England; Day School, 11 Pemberton Square, Boston, Mass.; Clarke Institution, Northampton, Mass.; National Deaf-Mute College, Washington, D. C.; American Asylum, Hartford; State Institution, Jacksonville, Ill.

"If it shall be found that the tongues which Providence has left dumb can be made to speak by human art, a sufficient recompense will be obtained for the arduous labor necessary."

The report of the Clarke Institution thus speaks of Mr. Bell's system of "visible speech":—

"The system of Mr. Bell has been carried on successfully during the past year, and is now thought a very valuable auxiliary to our method of instruction. There are certain articulate sounds produced in the back part of the mouth, by movements not generally known to teachers

or pupils, because the motion of the organs in making them cannot be recognized either by the eye or by the touch. It is the object of Mr. Bell to express these invisible movements by symbols. He also succeeds in giving better control of the voice, and more natural modulations, than are obtained by other means. These movements of the organs of speech are difficult for a deaf-mute to make, and it is only by long practice that they become habits. By the use of this system, the deaf can acquire the power of articulating almost as well as an ordinary hearing person. There are, however, very few who will have sufficient resolution and persistence to continue the use of all these hidden and difficult sounds; still, to many of them they will become habitual, and we believe the articulation of our graduates will be greatly improved by their use. Mr. Bell regards it as essential to the success of his system that the pupils should be taught to make sounds, indicated by symbols, without attaching any significance to the sounds; and that this course should be continued until the correct use of the organs has become habitual. Then he applies the power they have thus obtained to the practice of significant speech. This discipline requires two years at least, and perhaps a third, during which all other instruction may be given in writing or in signs."

The following show the progress and adaptations of the school :—

"The whole number of pupils at the Clarke Institution, at the date of this report, is sixty-five. Four or five have been rejected who were suitable subjects for instruction, and who would have been received if there had been accommodations for them. Our buildings were constructed to receive fifty pupils, and we have sixty there at present. A larger number of applicants is to be expected each year.

"During the summer of 1873 a workshop was erected on our premises, and fitted up with tools for teaching the cabinet-maker's trade to the older boys; and although this will add to our expenses, it was absolutely necessary to provide the boys with some means of earning a livelihood on leaving our Institution. Other trades can be added if it should be deemed expedient, as the building has ample room. Our girls are taught the use of the sewing-machine, and to cut and make plain dresses.

"The Clarke Institution is not adapted for the instruction of all deaf children, but 'especially for the education of semi-deaf and semi-mute pupils.' To be sure, others have been admitted, and the corporators believe that many congenitally deaf persons may be taught to articulate more distinctly than those who have become deaf by disease. We are still uncertain as to the proportion of pupils that can be profitably

taught by our system ; but there is no doubt that we have some scholars who could be more fitly instructed at Hartford ; and if these were sent away there would be room for others to whom our system is best adapted."

On comparing this expression of opinion with that of the principal of the American Asylum, above given, the natural inference would seem to be that the time is drawing nigh when the candidates for the deaf-mute schools will, by the mutual agreement of the schools or otherwise, be directed to those whose methods of instruction are best adapted to their several wants, and thus the highest possible degree of efficiency be secured to each institution :—

" Most of the arrangements and appliances of the Clarke Institution prove very satisfactory. Its domestic regime resembles that of a well-regulated private family. Boys and girls have their separate dormitory buildings and play-grounds, but come together in the school and the dining-room. Each pupil has a separate bed, and, when possible, a separate room. All are required to make their own beds and keep their rooms in order. The younger pupils are taught to use the needle ; the older girls to make and mend clothing ; and the older boys find employment in farm or garden, or in the new workshop. The teachers take their meals at the same tables with the pupils, and are distributed among them to supply their wants, inculcate good breeding, and encourage social intercourse. All is home-like, and, with trifling exceptions, good health has prevailed throughout the year. Distinguished visitors, from our own and foreign countries, have shown a deep interest in our school, and have uttered words of cheer."

#### WORCESTER FREE INSTITUTE OF INDUSTRIAL SCIENCE.

This well-known and popular Technical School is situated in the city of Worcester. It was founded by John Boynton, Esq., of Templeton, for the purposes expressed in the following extract from his letter of gift, dated May 1, 1865 :—

" Being desirous to devote a portion of the property which, in the good providence of God, has fallen to my lot, for the promotion of the welfare and happiness of my fellow-men, I have determined to set apart, and do here set apart and give the sum of ONE HUNDRED THOUSAND DOLLARS for the endowment and perpetual support of a free school or institute, to be established in the county of Worcester, *for the benefit of the youth of that county.*

"The aim of this school shall ever be the instruction of youth in those branches of education not usually taught in the public schools, which are essential and best adapted to train the youth for practical life; and especially, that such as are intending to be mechanics or manufacturers or farmers, may attain an understanding of the principles of science applicable to their pursuits, which will qualify them in the best manner for an intelligent and successful prosecution of their business; and that such as intend to devote themselves to any of the branches of mercantile business, shall in like manner be instructed in those parts of learning most serviceable to them; and that such as design to become teachers of common schools, or schools of the like character as our common schools, may be in the best manner fitted for their calling; and the various schemes of study and courses of instruction shall always be in accordance with this fundamental design, so as thereby to meet a want which our public schools have hitherto but inadequately supplied."

In the same month the Institute was incorporated,—

"For the purpose of establishing and maintaining, in the city of Worcester, an institution to aid in the advancement, development and practical application of science in connection with arts, agriculture, manufactures, mercantile business and such other kindred branches of practical education as the corporation shall determine."

The Act of incorporation declares that,—

"The mayor of the city of Worcester, for the time being, shall, *ex officio*, be a member of said corporation, and one member shall be appointed by the board of education from time to time as a vacancy may occur; and said corporation shall not consist of more than twelve members at any one time."

The corporation was speedily organized, and proceeded to erect a commodious building upon a beautiful site, the gift of Hon. Stephen Salisbury, of Worcester. Other donations have been added by Mr. Salisbury, amounting in the whole to the princely sum of two hundred thousand dollars.

As a marked feature of the school was to unite the acquirement of the principles of science applicable to the various industrial pursuits, with practical skill in conducting them, and for this purpose other means were necessary, the late Hon. Ichabod Washburn, of Worcester,—himself a practical mechanic,—with a generosity no less wise than noble, in 1866 furnished the

means of erecting, on the grounds of the Institute, and thorough equipping, a building, known as the Washburn Machine-shop "a handsome three-story brick building, one hundred feet long by forty feet wide, with a wing sixty-five by forty feet, for engine-boilers and blacksmith-shop." This gift was accompanied with the following "wise and comprehensive plan":—

"There shall be a machine-shop of sufficient capacity to employ twenty or more apprentices, with a suitable number of practical teachers and workmen in the shop to instruct such apprentices, and provide with all necessary steam-power, engines, tools, apparatus and machinery of the most approved models and styles in use, to carry on the business of such machine-shop in all its parts as a practical working establishment. There shall be a superintendent of such shop, who shall be appointed and subject to be removed by the trustees, who shall be a man of good morals and Christian character, having a good English education, a skilful and experienced mechanic, well informed and capable of teaching others in the various parts and processes of practical mechanism usually applied or made use of in the machine-shops of the country, who shall devote his time and attention to the management and business of the shop, purchasing stock, making contracts for the manufacture and sale of machines, and other work usually done in machine-shops, subject to such rules as the trustees may prescribe, and having charge of the proper financial concerns of the shop, hiring necessary workmen, and discharging the same at his discretion and who shall see that the apprentices are suitably taught in all the departments of practical mechanism, working of wood and metals, and use of tools, so as to make them, so far as may be, skilful workmen and fitted to carry on business for themselves after they leave the shop, at the expiration of their apprenticeship.

"He shall, moreover, have a care and oversight over the apprentice such as a faithful master would exercise, to the end that they may cultivate habits of industry, good conduct and attention to their studies."

In order to put the success of this experiment beyond doubt, Mr. Washburn added a gift of \$5,000, as a fund "to be expended for stock, and the interest of \$50,000 to provide for contingencies."

Thus founded and equipped, and supplied with an able Faculty of whom Prof. Charles O. Thompson is Principal, the Institute was opened, and entered upon what has, thus far, proved to be a prosperous career. Three classes have graduated, and the present number of undergraduates is one hundred and three.

In 1869, the legislature granted to the Institute the sum of **fifty** thousand dollars, with the condition that—

“ Said institution shall annually receive twenty pupils, and instruct **them** during the entire course free of tuition ; such pupils to be selected **by** the board of education from the different counties in this Commonwealth, except that none shall be taken from Worcester County.”  
(Resolves 208 and 215 ; Acts of 1869.)

**Fifteen** young men are members of the school on this foundation : in the senior class, three ; in the middle class, three ; and **in** the junior, nine.

At the opening of another year, there will doubtless be not **less** than eight state scholarships to be filled. It is desirable **that** they should be in the entering class, and that they should **all** be filled.

Inquiries as to terms of admission, courses of study and the methods of combining study with practice should be directed to Prof. C. O. Thompson, Worcester ; and applications to be admitted as state scholars may be addressed either to Prof. Thompson or to the Secretary of the Board of Education, at the state house, Boston.

I have ventured to present the foregoing, and somewhat extended, sketch of the Worcester Free Institute, for the double purpose, first, of calling the attention of the young men of the Commonwealth, who, either from choice or necessity, are looking forward to a life of industrial pursuits, to the immense advantage which the culture and training of such an institution will give them in their calling, and to urge them to allow nothing less than impossibilities to deter them from securing such advantage ; and second, that of supplementing the views on this topic, which I briefly expressed in my last report.

#### TEACHERS' INSTITUTES.

Eight sessions of Teachers' Institutes have been held during the year, at the following places and times :—

At West Stockbridge, commencing Sept. 29, . . .	Number registered, 106
Number of towns represented, . . . . .	20
At Salisbury Mills, commencing Oct. 6, . . .	“ “ 90
Number of towns represented, . . . . .	8



At Cumington, commencing Oct. 13, . . .	Number registered, 78
Number of towns represented, . . . . . 10	
At Ware, commencing Oct. 20, . . . . .	" " 150
Number of towns represented, . . . . . 20	
At Hatfield, commencing Oct. 27, . . . . .	" " 96
Number of towns represented, . . . . . 27	
At New Salem, commencing Nov. 5, . . . . .	" " 124
Number of towns represented, . . . . . 28	
At Maynard, commencing Nov. 10, . . . . .	" " 56
Number of towns represented, . . . . . 19	
At Attleborough, commencing Nov. 19, . . . . .	" " 92
Number of towns represented, . . . . . 8	
Aggregate number of towns represented, . . . . . 121	
Aggregate number of names registered, . . . . .	792

These Institutes were held for the usual length of time, five days, with the exception of the one at New Salem, which commenced Tuesday evening and closed Friday evening, and the one at Attleborough, which commenced Wednesday evening and closed Friday evening.

The teaching exercises and lectures during the day, and the evening lectures, at these Institutes, were given as follows :—

	Day Exercises.	Evening Lectures.
Mr. J. W. Dickinson, of Westfield Normal School, .	11	—
Miss Carver, " " " " .	12	—
Mr. D. B. Hagar, of Salem Normal School, . . .	9	1
Mr. Jones, of Northampton, . . . . .	2	—
Miss Kingsley, of Westfield, . . . . .	10	—
Rev. A. D. Mayo, of Springfield, . . . . .	3	4
Prof. L. B. Monroe, of Boston, . . . . .	4	—
Prof. W. H. Niles, of Boston, . . . . .	18	13
Rev. B. G. Northrop, of Connecticut, . . . . .	4	1
Mr. A. J. Phipps, General Agent of the Board, . .	24	3
Mr. B. W. Putnam, of Boston, . . . . .	29	4
Mr. Walter Smith, Agent of the Board, . . . . .	4	2
Mr. A. P. Stone, of Springfield, . . . . .	1	—
Prof. C. R. Treat, of Boston, . . . . .	8	—
Mr. G. A. Walton, Agent of the Board, . . . . .	24	—
Mrs. G. A. Walton, of Westfield, . . . . .	17	—
Mr. White, Secretary of the Board, . . . . .	4	8
	184	36

Mrs. Walton also gave readings, after the evening lectures, at each of the five Institutes which she attended, and Prof.

Treat, at each of the two Institutes which he attended. As drawing has been added to the list of subjects required to be taught in all the Public Schools of the Commonwealth, and, as so few teachers are prepared to give instruction in this branch, it was deemed expedient to provide more instruction in it for those attending the Institutes than Mr. Smith, the State Director of Art-Education, thought he could give, and for this reason the services of Mr. Putnam were engaged for this specific work, and during each Institute an hour, at least, was daily given to it, with satisfactory results.

#### SCHOOL REPORTS.

In no previous year have the town reports been marked by greater ability, or exhibited a more thorough comprehension of the relation of the schools to the well-being of the people, and of the necessity and modes of improving them. They contain some of the best statements and reasonings on these and kindred topics that it has ever been my good fortune to read.

The matter of school attendance calls forth more discussion, complaint and entreaty than any other. The fact is, that every effort at more perfect grading, and more systematic teaching, finds its most serious obstacle in the irregular attendance of the pupils; and this is the burden of complaints in nine instances out of ten,—*irregularity* of attendance, and not *non-attendance*.

The majority of complaints are of cases where the irregularity is not so much the fault of the children, as of the parents. The children are kept from the school for frivolous reasons, sordid reasons, and often for no reasons at all. On the mountains, in the berry season, in the valley, in the tobacco-stripping times, on the coast, when the cranberry redden, there is a universal *hegira*; classes are broken up, disorder rules, teachers are discouraged and the committees bitterly complain; and the almost universal demand is, Give us a compulsory law. I have been interested to notice that in numerous instances the low average attendance of a school is caused by the children of a single family.

From these statements, as well as for reasons stated elsewhere, I am satisfied that the great fault—the one which most of all needs a speedy and thorough remedy—is irregularity in the attendance of pupils belonging to the schools, and not, as is

generally supposed, the non-attendance of children of school age. What remedy can be devised potent enough to effect a radical cure, besides that of arousing parents and guardians to a more vivid sense of the injustice of inflicting upon the children under their control irreparable loss, it may be difficult to say. Our neighbors in Nova Scotia have adopted this rule: that all moneys paid from the province treasury, or school funds, in aid of the Public School, shall be distributed in proportion, not, as with us, to the number of persons of school age in each school precinct, but to the aggregate number of days of school attendance in each,—a rule, the practical result of which friends of education in the "States" will do well to watch attentively. A similar rule has partial sway in New York: a part of the money paid from the invested school funds, and avails of the annual state tax for the support of schools, is apportioned on the basis of the average attendance, and the remainder on the number of persons of school age in each city or town. There can hardly be a doubt that the incorporation of this principle in some fitting way into our law, would arouse the tax-payers in all our towns to an unwonted vigilance in this matter.

Another topic of frequent occurrence in the town reports, is that of drawing. It has given me unfeigned satisfaction to remark the cordial greeting which has been accorded to our recent law requiring its introduction as a regular study. It is everywhere regarded as a wise and fitting requirement, and made at a fit time. The great inquiry relates to the best practical method of teaching it; and the first question is, How shall our teachers be taught? Where shall the teachers find the instruction they need? Who shall be *their* teachers? No satisfactory answer could be given. No school fully adapted to this work existed. The creation of such a school was an obvious necessity. Hence the application for legislative aid to establish a Normal Art-School, of which I shall speak in another connection.

#### STATE NORMAL SCHOOLS.

The reports of the Visitors give so full an account of the condition of these schools and their work, during the past year, that little more remains to me than to invite the attention of readers of this Report to them, and more especially to the report of

the new Normal School at Worcester and of the Normal Art-School.

It is a gratifying fact, that the number of pupils at the Salem school has reached the maximum capacity of the enlarged school building—*i. e.* two hundred.

The enlargement of the boarding-hall at Bridgewater, now so far completed as to be occupied, more than doubles its capacity, furnishing accommodations for nearly one hundred and fifty pupils. Doubtless it will soon be filled, and the numbers of the school be largely increased.

The like result is confidently expected from the opening to pupils of the new boarding-house at Westfield, at the beginning of the next school-year, in September.

The character of the teaching in the schools has been more strictly professional than ever before, and in a high degree satisfactory. It is a cheering fact, full of hope for the future, that the demand for teachers thus taught and trained keeps full pace with the supply. School committees are more than formerly coming to appreciate the services of the trained teacher, as compared with those of the novice and bungler.

At my request, the principals have commenced, and made some progress in, a series of inquiries as to the number of graduates who have taught and are now teaching in this Commonwealth and elsewhere. The replies to these inquiries will, I am quite sure, furnish ample justification for all the expenditure of money and labor bestowed upon the schools.

The replies of the school committees of the several cities and towns to the question, "How many of the teachers have been members of the Normal Schools?" show that the number in the year 1872-3 was 1,634. Of this number, 433 were teaching in Boston, a majority of whom were probably from the Girls' High and Normal School and the Training School of that city.

They are distributed through the counties as follows:—

Barnstable,	.	.	.	.	33, in 11 towns.
Berkshire,	.	.	.	.	59, in 20 "
Bristol,	.	.	.	.	69, in 14 "
Dukes,	.	.	.	.	3, in 3 "
Essex,	.	.	.	.	146, in 29 "
Franklin,	.	.	.	.	34, in 16 "

Hampden, . . . . .	114, in 17 towns.
Hampshire, . . . . .	101, in 16 “
Middlesex, . . . . .	319, in 50 “
Nantucket, . . . . .	2, in 1 “
Norfolk, . . . . .	93, in 23 “
Plymouth, . . . . .	91, in 19 “
Suffolk, . . . . .	447, in 4 “
Worcester, . . . . .	131, in 37 “

In the 18 cities, the number is . . . . . 716

In 260 towns, . . . . . 918

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Total, . . . . . 1,634

#### LEGISLATION.

[CHAP. 106.]

AN ACT to authorize Cities and Towns to furnish Pupils in the Public Schools with Text-books.

*Be it enacted, &c., as follows :*

SECT. 1. Any city, by an ordinance of the city council, and any town, by legal vote, may authorize the school committee to purchase text-books for use in the public schools, said text-books to be the property of the city or town, and to be loaned to pupils under such regulations as the school committee may provide.

SECT. 2. This act shall take effect upon its passage. [*Approved March 24, 1873.*]

This Act was passed at the instance of the school committee of Newton. It was claimed that text-books could be furnished at a far less expense than by the present method; that the schools could not be considered as free schools, so long as the books used in them must be owned by the parents, who were often ill able to bear the expense of purchasing them. It was also urged that, if the text-books were the property of the city or town, to which the committee were directly responsible for their action in the matter, far less frequent changes would be made than under the existing system. In proof of these claims, the experience of several cities and towns in other States was cited, in which the proposed system has been in a high degree satisfactory. Several towns have availed themselves of the permission which the Act accords, so that we may soon judge

of the expediency of the proposed change by the light of practical experience.

[CHAP. 108.]

AN ACT concerning the Election of Superintendents of Public Schools.

*Be it enacted, &c., as follows:*

SECT. 1. Section thirty-five of chapter thirty-eight of the General Statutes is hereby amended by striking from the first line the word "annually."

The effect of this Act will be to quiet discussions constantly arising in the cities in regard to the intent of the ordinance referred to. No power is taken from city or town by the amendment, the effect of which is to require that a change of policy can only be made in the cities by a positive Act repealing the ordinance, and in the towns by rescinding the vote requiring the school committee to appoint a superintendent of schools.

[CHAP. 157.]

AN ACT relating to the Compensation of Members of School Committees.

*Be it enacted, &c., as follows:*

SECT. 1. Section thirty-four of chapter thirty-eight of the General Statutes is amended, by striking out the words "one dollar," after "towns," and inserting instead thereof, the words "two dollars."

SECT. 2. This act shall take effect upon its passage. [Approved April 7, 1873.]

The effect of this amendment is to fix the compensation of the members of the school committee, "in towns," at two dollars and a half each, for each day of actual service. It will be remembered that the section also authorizes the payment of "such additional compensation as the town or city may allow."

[CHAP. 262.]

AN ACT concerning Truant Children and Absentees from School.

*Be it enacted, &c., as follows:*

SECT. 1. Each city and town shall make all needful provisions and arrangements concerning habitual truants and children between the ages of seven and fifteen years who may be found wandering about in the streets or public places of such city or town, having no lawful occupation or business, not attending school, and growing up in ignorance; and shall also make such by-laws as shall be most conducive to the welfare of such children, and to the good order of such city or town; and shall provide suitable places for the confinement, discipline

and instruction of such children : *provided*, that said by-laws shall be approved by the superior court, or a justice thereof, or by the judge of probate of the county.

SECT. 2. The school committee of the several cities and towns shall appoint and fix the compensation of two or more suitable persons, to be designated as truant officers, who shall, under the direction of said committee, inquire into all cases arising under such by-laws, and shall alone be authorized, in case of violation thereof, to make complaint and carry into execution the judgment thereon.

SECT. 3. Any minor convicted under such by-law of being an habitual truant, or of wandering about in the streets and public places of any city or town, having no lawful employment or business, not attending school and growing up in ignorance, shall be committed to any institution of instruction or suitable situation provided for the purpose under the authority of section one, of this act, or by law, for such time, not exceeding two years, as the justice or court having jurisdiction may determine. Any minor so committed may, upon proof of amendment, or for other sufficient cause shown upon a hearing of the case, be discharged by such justice or court.

SECT. 4. Justices of police or district courts, trial justices, trial justices of juvenile offenders, and judges of probate shall have jurisdiction within their respective counties, of the offences described in this act.

SECT. 5. When three or more cities or towns in any county shall so require, the county commissioners shall establish at convenient places therein, other than the jail or house of correction, at the expense of the county, truant schools, for the confinement, discipline and instruction of minor children convicted under the provisions of this act, and shall make suitable provisions for the government and control of said schools, and for the appointment of proper teachers and officers thereof.

SECT. 6. Any city or town may assign any such truant school as the place of confinement, discipline and instruction for persons convicted under the provisions of this act ; and shall pay such sum for the support of those committed thereto as the county commissioners shall determine, not exceeding the rate of two dollars per week for each person.

SECT. 7. Any city or town may, with the assent of the board of state charities, assign the state primary school at Monson as the place of confinement, discipline and instruction for persons convicted under the provisions of this act, instead of the truant schools heretofore mentioned ; and shall pay for the support of such persons committed thereto, such sum as the inspectors of said school shall determine, not exceeding two dollars per week for each person. Any minor so com-

mitted may, upon satisfactory proof of amendment, or for other sufficient cause, be discharged by the board of state charities.

SECT. 8. This act shall take effect upon its passage. [*Approved May 2, 1873.*]

This chapter is a reconstruction and consolidation of the various statutes relating to truants and absentees from school, particularly of chapter 207 of the Acts of 1862, of sections 5, 7 and 8 of chapter 42, General Statutes, and of chapter 44, Acts of 1863, supplementary to said sections 7 and 8.

Relating, as it does, to a most important subject, and containing very considerable modifications of previous statutes, the present Act demands a careful consideration. I therefore invite attention to the provisions of the several sections in their order.

The first section declares that "each city and town *shall make* all needful provisions concerning *habitual truants*" and *absentees from school*, the latter class being amply defined by the language of the section; and such by-laws as shall conduce to the good order of the town and the welfare of such children; and also provide suitable places for their *confinement, discipline and instruction*.

Let it be particularly noted that this section takes away the alternative of acting or neglecting to act, as provided by the General Statutes (chapter 42, section 4), and directly commands the towns to make arrangements, enact by-laws, &c. Of course all votes to *adopt* the law are useless; the only thing to be done is to *obey it*.

This section, with those that follow it, omits the provision, alike impracticable and absurd, for attempting to punish the truant child by a fine, and provides for his confinement in a place of instruction. The law is not a penal one, but reformatory, rather. The truant or absentee is not a criminal, and should not be treated as one. Yet he is in danger of becoming one, he is taking the first steps in the pathway, and the purpose of the law is, by compelling him to submit to the discipline of the school, to prevent his further progress, and save him to himself, his family and to the community. He should not, therefore, be treated as a criminal, or numbered with the criminal classes. His confinement for the purpose of control and instruction, should not be with those



classes in the penitentiary or jail. No such stigma should attach to it. The place selected should have no connection whatever with these institutions, and should bear the name, now commonly applied, of the Truant School.

Besides making provision for Truant Schools, it is the duty of the town to adopt proper rules or by-laws for carrying out the provisions of the Act. These should be as brief and simple as possible, especial care being taken to define what acts constitute habitual truancy. The by-laws adopted by the town of Quincy, with such alterations as shall adapt them to the provisions of the Act under consideration, furnish an excellent precedent for other towns. They may be found on page 176 of the extracts from the town reports printed herewith.

The second section is a substitute for section five, chapter forty-two of the General Statutes, and varies from it in two important respects. First, it transfers from the several towns and cities themselves to the school committees thereof the duty of appointing and fixing the compensation of truant officers; and, second, it makes those officers the agents of said committees, in enforcing the provisions of this Act and of the by-laws adopted under it, requiring them, *under the direction of the committee*, to inquire into all cases arising under such by-laws, and, in the case of violation, to make complaints and carry into execution the judgments thereon.

I regard this enactment as a great improvement upon the previous law. It justly confides the administration of the truant law to a class of officers entirely distinct from those who are concerned with the detection and punishment of criminals, and makes them the immediate servitors of that body in each city and town into whose hands the sole charge of its educational affairs is committed, and, therefore, the most likely to be deeply interested in the efficient execution of the law, and best able to devise the most suitable methods of securing that end. The duties and responsibilities of the town and of the school committee, under this law, are separate and distinct, — of the former, to adopt the necessary by-laws, to provide a place for the confinement and instruction of the persons convicted under them; of the latter, to appoint proper persons as truant officers, and to superintend and direct them in the discharge of their duties.

The third and fourth sections relate to the disposition of the persons tried and convicted under the by-laws provided for by the first section, and designate the officers who may have jurisdiction of the offences described in said section.

It is obvious, that the satisfactory working of the law depends largely on the selection of proper places for the confinement, discipline and instruction of those convicted under its provisions. These places should be under the management of those who will exercise a constant watchfulness, a firm and paternal discipline, and, at the same time, give all needed instruction to the pupils ; in a word, furnish for them in these respects that which most of them have been sadly lacking in their own homes. In the country towns especially the difficulty in providing such places, has been so serious an obstacle, as to prevent all attempts to execute it. In several of the cities, as Lowell and New Bedford, the school kept at the almshouse has been used with good effect as a Truant School by the city and adjacent towns. In others, as Springfield and Worcester, excellent Truant Schools have been maintained, and have proved greatly serviceable in securing a better attendance on the regular schools, and in reforming the children committed to them. Any town whose size will justify the expense may establish such a school ; and any number of towns may unite in the maintenance of one at their joint expense.

The remaining sections of the Act were passed in order to offer still other facilities for this end.

A recent statute, chapter 208, laws of 1866, authorized the county commissioners of any county to establish Reform Schools, to which juvenile offenders might be sentenced from any town, in the same manner as such persons may be sent to the State Reform School. This law is found in the fifth and sixth sections of the Act under consideration, with such modifications as adapt it to the subject. It will be noticed that, instead of leaving it optional with the commissioners, the commissioners are *required* to establish Truant Schools, on the application of three or more cities or towns. I respectfully commend this provision to the towns, as furnishing a simple and easy method of securing the establishment of suitable Truant Schools, within easy reach in their respective counties.

The remaining section provides that the State Primary School

at Monson may be used as a Truant School by any town, with the assent of the board of state charities. This assent is required in order to prevent a collection of pupils beyond the power of the institution to accommodate, inasmuch as the school is now used for the instruction of the children of state paupers, and of the younger and least criminal classes of juvenile offenders.

I see no objection to the adoption by a town of any number of the methods open to them, so that in the case of failure of one others may be made available, without further action of the town. I most earnestly urge the claims of this important law upon the attention of the friends of popular education, in every city and town in the Commonwealth. Not more than one hundred towns have hitherto taken the necessary action to secure the advantages offered by previous Acts, although the law of 1862, above referred to, commanded such action. Every town needs the aid of the law. It is one of a series, which are intended to form a complete system of compulsory legislation for the education of every child in the Commonwealth. Its educational machinery is far from complete without it. The great, the pressing educational need of Massachusetts to-day is, not so much more ample provision for those who appreciate and improve the advantages now afforded them, as it is, that we go forth and seek out in the highways and hedges those whose feet are taking the first steps in the career of sin and vice, and compel them to come and partake of the feast already prepared.

[CHAP. 279.]

AN ACT relating to the attendance of Children at School.

*Be it enacted, &c., as follows :*

SECT. 1. Section one of chapter forty-one of the General Statutes is amended to read as follows :—

Every person having under his control a child between the ages of eight and twelve years, shall annually cause such child to attend some public day school in the city or town in which he resides at least twenty weeks ; and for every neglect of such duty the party offending shall forfeit to the use of the public schools of such city or town a sum not exceeding twenty dollars ; but if the party so neglecting was not able, by reason of poverty, to send such child to school, or such child has attended a private day school, approved by the school committee of such city or town for a like period of time, or is regularly

attending a public or private day school, known as a half-time school, also approved by them, or that such child has been otherwise furnished with the means of education for a like period of time, or has already acquired the branches of learning taught in the public schools; or if his physical or mental condition is such as to render such attendance inexpedient or impracticable, the penalty before mentioned shall not be incurred: *provided*, that no objection shall be made by the school committee to any such school on account of the religious teaching in said school.

**SECT. 2.** The second section of chapter forty-one of the General Statutes is amended to read as follows:

The truant officers and the school committee of the several cities and towns shall vigilantly inquire into all cases of neglect of the duty prescribed in the preceding section, and ascertain the reasons, if any, therefor; and such truant officers, or any of them, shall, when so directed by the school committee, prosecute, in the name of the city or town, any person liable to the penalty provided for in the preceding section.

Justices of police or district courts, trial justices, trial justices of juvenile offenders, and judges of probate shall have jurisdiction within their respective counties of the offences described in this act. [*Approved May 12, 1873.*]

The law (sections first and second of chapter forty-one of the General Statutes) of which the above Act is an amendment, was enacted more than twenty years ago, and is, so far as I know, the first embodiment in our American law, of the principle that it is the right and duty of the State, for its own "safety and advantage," to intervene and compel the parent to accord to his child, as a fundamental right, so much of education as shall fit him to be a citizen of a free State. The law was an honor to the Commonwealth, as furnishing a high standard and rule of duty, and although but partially enforced, it has, nevertheless, in its practical working, been the source of incalculable good to the Commonwealth.

But it has long been felt by our leading educators, that its requirements fall far short of what the highest interests of the State required. Impelled by this, the Board, in one of its annual reports, earnestly urged that the law be so amended as to require children of the specified age to attend the Public Schools annually, for the time which they are by law required to be kept; that is, twenty-four weeks.

My own convictions carry me still further. I do not believe that any law can be made in the highest degree effective for the public good and just toward the tax-payers, which falls short of requiring that every child, with the exceptions named in the present Act, between the ages of eight and fourteen, or seven and thirteen, shall attend the Public Schools, so long as they are kept at the public expense. This is the only rule which can be enforced, except with much friction and difficulty. It is the only rule by which the schools can be kept up to the highest degree of efficiency; and, as already remarked, is the only rule which does full justice to the tax-payers, who may justly claim that the money which is taken from their pockets for the support of free schools, under the plea that the public safety demands that all shall be educated, shall accomplish the end for which it is taken, and at the least that there should be no effort lacking on the part of the taxing power to secure it. This is the rule which has prevailed so long in the German States, that in the thought and life of the people it has passed from the sphere of law into that of tradition and custom, which has contributed more powerfully than any other force to make those peoples the best educated in the world.

In the eye of public law, and equally in the thought of the whole people, the period of childhood is sacred to the one business of education, of careful training for the duties of life. Nothing is permitted to interfere with it. The claims of parental rights, the demands of gain, under whatever pretences, even the sharp pleadings of poverty, find no audience. Abject poverty is aided from the public purse; but refusal and neglect are punished. All must be educated. The mandates of law, the dictates of reason, the convictions of the whole people demand it, and the grand result is before the world.

Strenuous efforts were made during the last session of the legislature for such modifications of the laws relating to attendance on the Public Schools, as should embody the views of the Board thereon, as set forth in their annual report. The result is seen in the Act under consideration. The period during which the rights of the child are protected by law, is cut short two years. Under the former law it extended from eight to fourteen years; under the present, from eight to twelve. This, I respectfully submit, is a sad retrogression.

The child of twelve is quite too young to be deprived of protection against parental folly, stupidity or wickedness.

The annual time of required attendance is extended from twelve weeks to twenty. This is a positive advance; a good step in the right direction. Let us hope that the next in the same direction will not be long delayed, and that it will reach the period during which the schools are annually kept at the public expense.

The whole number of weeks embraced in the requirements of the former law is 72; in those of the present Act 80,—a gain of eight weeks.

The second section is a most decided improvement upon the former law, by which the truant officers and school committees were directed to inquire into all cases of neglect, ascertain the reasons therefor, if any, and give notice to the town treasurer, who was required to prosecute, under a penalty of twenty dollars for wilful neglect or refusal; a most ingeniously contrived method of "how not to do it,"—one which will challenge comparison with any other, although sought for with lighted candles in statute-books or books of fiction. Of course this functionary would not find time for so disagreeable service; of course his refusal or neglect would not be wilful, even in a legal sense, and thus the matter would end.

The present section, like the former, requires diligent inquiry into all cases of neglect of duty, and that prosecution for such neglect shall be made by the *truant officers*, "*when so directed by the school committee.*"

The responsibility of executing the law is no longer divided between two parties,—one to make inquiry and report, and another to prosecute,—but rests solely with the school committee, where, as in the case of the truant law, it properly belongs. If this body fails from any cause to discharge the duty laid upon them, then are the children bereft of their rights, without remedy.

Jurisdiction of the cases arising under this Act is given to the same officers as under the truant law.

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## MANUFACTURING ESTABLISHMENTS.

One other Act is needful to make the compulsory code complete. This relates to the employment of children in mechanical or manufacturing establishments. The latest and most stringent legislation on this subject is found in chapter 285 of the laws of 1867. This Act provides : *first*, that no child under the age of ten years shall be employed in any such establishment ; *second*, that no child between the ages of ten and fifteen years shall be employed unless he has attended school at least three months in the year next preceding such employment ; *third*, that no child under the age of fifteen shall be so employed "more than sixty hours in one week" ; *fourth*, the owners, agents, superintendents or overseers of such establishments were subjected to a penalty of fifty dollars for *knowingly* violating the same, and parents or guardians to a like penalty for allowing or consenting thereto. A deputy state constable, specially detailed for the purpose, is required to see that the provisions of the Act are complied with, and to prosecute offences against the same.

The word *knowingly*, insidiously inserted as an amendment on the passage of the Act in the senate, nullified it completely. It was indeed a compulsory law, but without the power to *compel*. Setting aside the plain dictate of common-sense, that the deliberate *doing* of any act is not proof of intent, the impossible task of proving it affirmatively was thrown upon the prosecuting officer. After repeated attempts and failures to secure convictions under it, the deputy constable, a distinguished citizen of the Commonwealth, and in full sympathy with the purposes of the law, threw up his commission in disgust, since which the law has remained a dead-letter.

At the last session, an amended bill was presented to the committee on education, and its adoption urged. This bill declared that no child between the ages of ten and *fourteen* years, instead of *fifteen*, shall be employed in any mechanical, manufacturing or *mercantile* establishment who has not attended school at least six months in the previous year ; increased the penalty for violation to one hundred dollars ; struck out the delusive and obstructive word "*knowingly*," and gave the execution of the provisions of the Act to the truant officers, under the

direction of the school committee, requiring them to visit the designated establishments at least twice in each year, and as much oftener as said committee might direct.

The passage of the bill, thus amended, so as to conform substantially with the other laws noticed above, would have placed in the hands of the school committee, so far as legal enactment can do it, an effective machinery, easily worked, for securing the highest possible degree of attendance upon the schools in their respective towns.

The responsibility would have been, in the last resort, upon them. I cannot doubt that they would have accepted it cheerfully, and that speedy and most valuable results would have followed.

But the friends of the measure were doomed to disappointment. After considerable discussion in committee, the bill was reported with the simple requirement that no child under twelve years of age should be employed in any of the above-named establishments, and no provision was made for those above that age. In this form the passage of the bill was defeated in the senate.

I cannot believe that the friends of universal education—those who hold most religiously that it is the duty of the State to secure to all its children the right to education, no less than to food and clothing, and that the time employed in gaining that modicum of it absolutely essential to make the child a useful and safe citizen, no less than that employed in filling the coffers of wealth, for a starving daily pittance—will rest till our whole duty is done in this matter of so vital consequence; till legislative Acts shall body forth the convictions of a true Christian statesmanship, and the strong arm of the Commonwealth shall be stretched forth to secure to the children of poverty, no less than of wealth, the right to knowledge no less sacred than those of liberty and life.

The law of Rhode Island, more largely a manufacturing State in proportion to its population than ours, requires that no child under the age of twelve shall be employed in any manufacturing establishment; and further, that none between that age and fifteen years shall be employed who does not attend school at least twelve weeks in each year.

In Connecticut, the prohibition is similar to our own, but is



extended to all kinds of employment for hire. The language is, "*No person shall employ,*" etc. This is as it should be. It is no greater injury to cheat the child out of his right to education, by hiring him to spin cotton or peg shoes, than to hoe corn or dig potatoes.

Connecticut is fortunate in having a class of manufacturers, among whom are the leading public men of the State,—governors, members of the national senate and house of representatives,—who are in full sympathy with the law, and have practically shown it by entering into a voluntary agreement not to allow any child to be employed in their respective establishments contrary to the provisions of the law. This noble agreement has largely contributed to a well-nigh universal compliance with the law. Truly, in such a deed, the words of the proverb are verified,—“When the righteous are in authority, the people rejoice.”

[CHAP. 292.]

AN ACT to amend the General Statutes relating to Teachers' Institutes, the duties of School Committees, and the attendance of Children in the Public Schools.

*Be it enacted, &c., as follows :*

SECT. 1. Section two of chapter thirty-five of the General Statutes is amended so that four thousand dollars may be expended for teachers' institutes, instead of three thousand dollars as provided in said section.

SECT. 2. Section twenty-six of chapter thirty-eight of the General Statutes is amended to read as follows : The school committee, or some one or more of them, for the purpose of organizing and making a careful examination of the schools, and of ascertaining that the scholars are properly supplied with books, shall visit all the public schools in the town on some day during the first week after the opening of such schools, and also on some day during the two weeks preceding the close of the same ; and shall also, for the same purposes, visit, without giving previous notice thereof to the instructors, all the public schools in the town once in a month, and they shall, at such examinations, inquire into the regulation and discipline of the schools, and the habits and proficiency of the scholars.

SECT. 3. School committees, in addition to the duties set forth in section twenty-eight of chapter thirty-eight of the General Statutes, shall prescribe, as far as is practicable, a course of studies and exercises to be pursued in the public schools.

SECT. 4. Section seven of chapter forty-one of the General Statutes is amended so that children, without limitation as to age, may attend

school in cities and towns other than those in which their parents or guardians reside.

SECT. 5. This act shall take effect upon its passage. [*Approved May 16, 1873.*]

Next to the selection of the teachers, the two duties, for the first time made obligatory by statute upon the school committee, are of the most vital consequence to the successful conduct of the Public Schools. These are that of organizing the schools, found in the second section, and that of prescribing "a regular course of studies and exercises to be pursued in the schools," found in the third.

These mutually imply and demand each other. A good organization of the school can only be made with reference to a well arranged and thoroughly apprehended course of the studies to be pursued. And such a course cannot be successfully pursued without a judicious arrangement of the school into classes.

A good organization, or arrangement into classes can only be made with reference to the work to be performed, as well as the branches to be pursued, and should be so arranged, beginning with the most simple and comprehensible, that the acquirement of one shall be the natural preparation for entering upon another. With such a course in view, the proper organization of the school will be a division of it into such classes, reference being had to age, ability and attainments, as well as the nature of study to be entered upon, as will enable each class to pursue it with the highest degree of profit to the whole and to each member.

This work, it will be readily seen, is no less difficult than important, and cannot be safely delegated. The school committee alone possess that acquaintance with the pupils, the families to which they belong, their previous attainments and present needs, their mental and moral characteristics, which is needful to the prompt and judicious performance of this task.

Doubtless ample authority is given to the committee in the clause which declares that they shall have "the general charge and superintendence" of the schools. And in the cities and larger towns, the schools are well graded; courses of study are prescribed by the school committee. But in very many towns this work has been wholly neglected. The schools are

in a chaotic state, from which teachers, often employed but for a single term, have little power to redeem them. The studies are chosen according to the tastes or whims of pupils and parents, classes are unduly multiplied, the time and strength of the teacher are exhausted with little profit to the pupils and less satisfaction to herself, in the ceaseless round of recitations and exercises which such a system, or, rather, want of system, necessitates.

Hence the passage of the present law, more fully defining and emphasizing the duties of school committees.

The law, of which the fourth section of this Act is an amendment, allowed children *between the ages of five and fifteen years*, with the consent of the school committee, to attend school in other cities and towns than where their parents or guardians resided. The present Act removes this limitation as to age.

It was my purpose in this connection to treat at some length and as exhaustively as I might be able, the general subject of compulsory education; discussing the rights and duties of the Commonwealth, the duties of school officers, of parents and guardians, and the responsibilities of all citizens, to aid by example, by persuasion, and by enforcing the laws, if need be, in giving to every child on our soil that education which our Public Schools so bountifully proffer. But the execution of this purpose has been defeated by circumstances beyond my control, which are well known to the Board. I must content myself with saying, that I hoped to be able to show that it is the right and the imperative duty of the Commonwealth, not only to provide schools amply sufficient for the instruction of all the youth within her borders, but also to secure by all needful laws the attendance of all upon these schools, mainly from three considerations.

*First.* Because it is the indefeasible right of every child to secure that measure of education and training which will fit him to enjoy the privileges and to perform usefully to his fellows and honorably to himself the duties and offices of citizenship; and if this right be withheld by parents or guardians, it is the duty of the State, as the guardian in the last resort of all, to interpose and secure to the child this great right.

*Second.* Since it is the first duty of the Commonwealth to guard its organic life, and maintain its highest efficiency for the

sake of those great ends for which it exists at all ; and since by common consent it is agreed that the universal education of the people is a necessary condition of such life, it follows inevitably that it is both the right and the duty to insist, with an outstretched arm if need be, upon the education of the whole people.

*Third.* It is a manifest injustice to take from the pockets of all the tax-payers, whether having children to be benefited or not, large sums of money for erecting school-houses, and opening schools sufficient for the instruction of the whole number of children in the Commonwealth, under the sufficient plea that the public weal demands it, and then to allow these houses to stand tenantless or half filled, and these privileges to be wasted, as the indifference, the blindness or wickedness of parents or guardians shall dictate.

This principle of action has been recognized by the legislature of this Commonwealth for nearly a quarter of a century, as our statute-book shows ; the laws relating to school attendance and truancy having been enacted in 1852. In the cities and larger towns great good has come from the enforcement of them ; while in the smaller towns they have been less vigorously enforced, owing in great measure to their incompleteness, complexity and ill-adaptation to the condition and circumstances of these communities. It will be seen that they have been simplified and made more easy to enforce ; the responsibility now rests chiefly upon the school committees.

I most ardently hope that they will accept the added responsibility cheerfully, and enter upon their new duties with a hearty determination to discharge them wisely and fully.

[CHAP. 47.]

RESOLVE in relation to a State Normal Art-School.

*Resolved*, That there be allowed and paid out of the treasury the sum of seventy-five hundred dollars for the expenses of a state normal art-school, the same to be expended under the direction of the board of education. [*Approved May 14, 1873.*]

[CHAP. 61.]

RESOLVE assigning rooms for the State Normal Art-School.

*Resolved*, That the sergeant-at-arms, with the consent and approval of the commissioners on the state house, be authorized to assign the

rooms on the third floor of the house number thirty-three Pemberton Square, to the board of education for the use of the state normal art-school. [*Approved June 11, 1873.*]

These Resolves, as already stated, were passed in response to the repeated request of the Board.

After the close of the session of the general court, the sergeant-at-arms assigned to the Board the rooms designated, and also the rooms in the attic for the use of the school. The rooms were appropriately fitted and furnished under the direction of Mr. Smith. The terms of admission and courses of study to be pursued, as prepared by him, were widely advertised, and the school was opened on the 6th day of November.

The number of candidates for admission was 77; of whom 70 were admitted,—26 gentlemen and 44 ladies. Subsequently, 37 others were admitted, making the whole number of pupils 107.

Thirty cities and towns are represented. This is a most encouraging fact, showing the wide-spread opinion of the need of such a school, and that it was established none too soon. I can but hope that the time is not far distant when pupils will be gathered in it from every section of the Commonwealth.

The pupils, for their own convenience and for lack of room, are divided into three classes,—one attending in the morning and afternoon, one in the afternoon and evening, and the third in the morning and evening.

The present term will close May 9th. The director recommends that the next school-year begin the 1st of October next, and close May 31st. This recommendation will be acted upon by the Board and ample notice be given.

Instead of further extending this notice, I respectfully invite the attention of school committees and teachers to the report of the Visitors of the school, printed herewith, and especially to the appendix thereto, which contains all needful information as to the qualifications necessary for admission to the school, and the steps to be taken to secure it.

And I further urge the school committees to examine the report, and appendix thereto, of the art-director, with especial reference to the courses of drawing which he recommends to be pursued in the Public Schools and in the evening drawing

classes. These recommendations will, I am sure, if carefully followed out, be highly serviceable in securing the systematic and successful pursuit of this branch of study in all our schools.

[CHAP. 6.]

RESOLVES concerning the Universal Exposition at Vienna.

*Resolved*, That the governor, with the advice and consent of the council, is authorized to appoint a citizen of this Commonwealth, and such associates as may be necessary, to visit the universal exposition at Vienna, to assist the contributors from this state, to examine the various industries, manufactures and economies which may be exhibited or presented, and to report thereon to the legislature of eighteen hundred and seventy-four.

*Resolved*, That there be appropriated, to be paid out of the treasury, such a sum, not exceeding twelve thousand dollars, as the governor and council may deem necessary to carry into effect the provisions of the foregoing resolve.

*Resolved*, That there be appropriated, to be paid out of the treasury, a sum not exceeding three thousand dollars, to be expended under the direction of the governor and council, for the purpose of aiding in the proper representation at the exposition, of our system of education, and of obtaining therefrom information for the promotion of our educational interests. [*Approved March 3, 1873.*]

In accordance with the last of the above printed Resolves, Mr. Philbrick, Chairman of the Executive Committee of the Board, was commissioned by His Excellency the governor, to represent the educational system of the Commonwealth at Vienna. The contributions in behalf of the Commonwealth, other than those from Boston, were the thirty-six reports of the Board, beautifully bound in twenty-four volumes; the reports for 1872-3 of the cities and towns, alphabetically arranged, and bound in eleven volumes; views and plans of the new Normal School building at Worcester; and fine representations of the school systems of Worcester and Newton, embracing plans of school buildings, and beautiful charts, exhibiting at a glance, the gradation and classification, courses of study, etc., of the schools. The contributions from Boston, which were independently presented, were very numerous and comprehensive, embracing an outline statement of the history and present status

of the schools ; statistics of population ; school accommodations and expenditures, of teachers, pupils and salaries ; a chart of Professional and Scientific Schools, of Colleges, Academies, Asylums, Museums of Art and of Science, Sunday Schools, Associations for Mutual Improvement ; full sets of text-books and books of reference, and of maps, charts, &c., used in the schools of every grade ; reports of the Board of School Committee, of important committees, and of the superintendent of schools ; specimens of physical apparatus and of school furniture, &c., &c. ; everything, in fact, necessary to a full exposition of the educational condition of the city in nearly every department of intellectual and moral culture.

A complete descriptive catalogue of the Boston contributions is given in Mr. Philbrick's last quarterly report, with an interesting account of the exhibition of them at Vienna. His report to the governor, relating to exhibitions in behalf of the Commonwealth, will, when presented, be read with no ordinary interest.

It only remains for me to state that the highest testimonial awarded at the exposition—the "Grand Medal of Honor"—was awarded by the jury both to the Commonwealth and to the city of Boston.

In my last report a brief biographical sketch was given of two gentlemen who had deceased during the previous year, Rev. Charles Brooks and Dr. Lowell Mason, and a brief statement of their labors to promote the interests of Public School education in our Commonwealth.

During the last year another gentleman equally devoted to the same great cause, and equally worthy of public recognition in my official report, has deceased. I refer to Professor William Russell, of Lancaster, in this State, one of the noblest men and ablest educators of our country, and for a period of nearly fifty years without a superior in the department of elocution and reading which he made a specialty. This is neither the time nor the place to pronounce his eulogy ; still it seems fitting to make a brief allusion to the services that he rendered to the cause of popular education during that period of his life that he spent in this country, a greater part of which was spent in our own State.

Graduating in 1817 from the University of Glasgow, Scotland, of which country he was a native, he came the same year, before the age of twenty, to Georgia, whose mild, salubrious climate he hoped might counteract the pulmonary affection which had begun to manifest itself, and from that time, with very brief intervals, he was engaged in educational labor of some sort, and in several States of the Union, until his death in Lancaster, in the fall of 1873, in the seventy-sixth year of his age. As a full and detailed account of his multifarious labors cannot here be given, the following brief summary of the most important of them is presented.

In 1826 he commenced the "American Journal of Education," in Boston, of which for three years he was the sole editor, and as it was "for the most part a gratuitous service," most of the work was done at night, after the day's occupation in teaching. As a result of this double toil, he was compelled by the state of his health to rest for awhile. He afterwards taught for several years a limited class of young ladies in Germantown, Pa., and afterwards in Philadelphia. Previous to 1826, he taught, for a few years, the Hopkins Grammar School, in New Haven, Conn.,—the preparatory classical seminary connected with Yale College. For many years, and, indeed, for the greater part of his life, his instruction was chiefly confined to private classes,—as in Boston, Andover, Princeton, New York, Brooklyn and other places. In 1849 he established a "Normal Institute" for teachers, in New Hampshire, but the severity of the climate compelled him to remove, in 1853, to Lancaster, in this State, where, with an able corps of teachers, he established a similar school, which, for a variety of reasons, was not continued long. His publications, consisting chiefly of occasional lectures, reading manuals and other text-books, are numerous, but, as Mr. Barnard says, "most of them have been serviceable rather as pioneers than otherwise."

Among the most important services rendered by Mr. Russell to the cause of education was his instruction of classes at Teachers' Institutes in several of the New England States. In our own State he was employed as lecturer and instructor in reading and elocution for more than a quarter of a century, under all the Secretaries of the Board, and the thousands who thus enjoyed and profited by his instructions in this department



will ever hold him in peculiar reverence. It would be impossible to measure, even approximately, the influence which he exerted, during this long period, over the minds brought into contact with his own, and through them upon multitudes of others, and thus upon the educational interests of this and other States. As has been said of another, "Thousands will perpetuate his influence, while all who value learning, eloquence and piety will unite in giving him a place among those who have labored most effectively to enlighten, elevate and purify society."

JOSEPH WHITE.

Boston, February, 1874.





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**ABSTRACT**

**OF**

**SCHOOL COMMITTEES' REPORTS.**

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# ABSTRACTS.

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## BARNSTABLE COUNTY.

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### BARNSTABLE.

The subject of grading and diminishing the number of schools demands thorough and candid consideration. If we have more schools than are necessary, and can save a thousand dollars by discontinuing a portion, and still leave schools within a reasonable distance of all the scholars, it is of course desirable to do so. It would be better to convey a few isolated scholars than to maintain schools for them. If we can consolidate and grade our schools so as to reduce the number of classes one-half, then of course the teachers can devote twice the time to each scholar that they could before.

*Chairman.*—NATH'L HINCKLEY.

### BREWSTER.

There are many who bemoan their condition and are envious of those who obtain the comforts of life without the drudgery to which they are subjected, and yet they are preparing their children to swell the ranks of the shiftless drudges of society. Not for the good of the schools merely, but for that of the children individually, we appeal to parents to remedy this evil. It does not matter in this respect what is the cause of absence. Sickness is a misfortune that cannot be helped. But pleasure, when it robs a child of his education, is wicked; and work is no better. The father who keeps his boy home at work must remember the cost of his son's help. If kept from school at work in boyhood, he may suffer from ignorance and poverty in manhood. If poverty is pleaded as an excuse, we may reply that many of those who are very poor keep their children regularly at school. They will not rob their children to save themselves even from present hardships, much less to live with a little more ease.

*Chairman School Committee.*—TULLY CROSBY.

## DENNIS.

Good teachers are as much needed in the Primary Schools as anywhere. We want thoroughness and ability in these departments. Here foundations are laid and habits formed, and the most mature talent available should be sought for. We have often been unable to obtain as able teachers for the Primary Schools as we desire, in consequence of the smallness of wages, and trust that some means may be devised to overcome this obstacle.

*Superintendent.*—LEVI HOWES.

## HARWICH.

In this, our review of schools for the past year, we can but congratulate ourselves that the graded system has brought them up to a higher standard than ever before enjoyed.

In classification it has given each pupil nearly double the attention received in the mixed schools. In grading, it has awakened a spirit of earnestness and zeal which has led each pupil to strive for higher attainments. It has also enabled us to retain the best of teachers in the same school through the year, which is one of the greatest advantages arising from this system.

*School Committee.*—G. N. MUNSELL, *Chairman*; C. DORA NICKERSON, *Secretary*; ISAIAH CHASE, SHUBAEL B. KELLEY, JOHN KENNEY, FREEMAN RYDER, JR.

## MASHPEE.

If you wish your child to grow up in disregard of law and order and civilization, a rowdy and a criminal, one of the surest ways of securing such a result is instigating him to rebellion in school; or what amounts to the same thing, teach him to disregard the rules and regulations established for the welfare of the school; encourage him to be restive under those restraints which are as truly a part of his education as is his learning the multiplication table, and which are necessary in preparing him to yield to those greater restraints to which he will be called to submit in after-life, and which are absolutely necessary to good citizenship and the preservation of decent and well-ordered society.

*School Committee.*—WALTER R. MINGO, SILAS P. PELLIS, WATSON F. HAMMOND.

## PROVINCETOWN.

Drawing presents itself to the school committee, and demands a place among the students of the school-room. What is this art or

science of drawing? Making pictures say some. "I am not going to buy books and pencils for my children to waste their time in making pictures." Now making pictures is not the worst thing a child can do. It is far better than idleness. But this is not drawing. It teaches one to see any object just as it is, in all its proportions, lights and shadows, and, with the aid of paper and pencil, to give a correct and life-like representation of it. Instead of being of no use it is the most useful art we have, not less than penmanship. There is no tradesman or mechanic that does not make use of it almost every day in his daily avocation. We might enumerate the carpenter, ship-builder, tailor, painter, blockmaker, mason, and even among the ladies are dress-makers and milliners, to say nothing of the thousand and one things that have to be "cut to match" in every household; and in all these the art of drawing will be a great help if learned, as we learn "to write and cipher," as a daily task in the school-room.

*Superintendent*.—B. F. HUTCHINSON.

### SANDWICH.

High School and Grammar School are meaningless terms, unless they are to complement and succeed certain forms of primary instruction. In order to make our educational system a success, we must insist upon this essential element,—of primary importance in systematic work,—accurate classification. Promotion must depend upon merit and attainment, not upon age or length of connection with school. Until this principle is acknowledged and acted upon, all our schools are mixed schools, graded only in name, and our misnamed "system" but a meaningless term by which we attempt to blind and deceive ourselves into the delusion that the work of schools is arranged in accordance with some definite plan. Committee, teachers and parents, all must unite in checking this evil. Parents and pupils should not complain when changes are made by which scholars are taught in classes which they are fitted to enter, and from books which they can comprehend. Rightly understood, proper classification does not imply "degradation," although the scholar who was *calling words* in the fifth reader is *reading* in the third, and the pupils who were "most through the rithmetic" are at work at numeration or addition, and learning instead of saying their lessons.

*Superintendent*.—LOUIS H. MARVEL.

### WELLFLEET.

Two subjects are now engaging the thoughts of the friends of education in our country: First, compulsory education, i. e., that children



should be compelled by law to attend school (within certain limits of years) a certain number of weeks each year; second, the State, which now governs, should provide for the support of our Public Schools by a tax assessed upon the property of the State. Against the first proposition of compulsion it is natural that our spirit of independence should arise. Yet, when we consider: first, that society is in duty bound, especially in a free country, to defend itself against ignorance as against crime; second, that the fate of our free institutions, the weal or woe of our State, depends, not on the intelligence of a certain class, but on the mental and moral status of the whole people; third, when we by law compel a childless citizen, however rich he may be, to pay in proportion to his taxable property, for the support of our Public Schools;—we think every one must see that the law of compulsion, to be just, must go farther, and not only compel provision for our Public Schools, but also compel attendance on the same, that the money raised by law be not wasted. We are also strongly in favor of the second proposition, that the State should tax itself for the support of its Public Schools. A state is a body politic, so bound together by interests, sympathies and law, that, like our physical bodies, no member can suffer without the whole body suffers with it. By the fiat of trade our population is gradually centralizing; all over our State business centres are being formed, at the expense of outlying towns. They are the lakes to which other towns must be the inflowing, feeding streams. We have seen, year after year, a tide of emigration setting from our own town towards our cities and other centres of trade. Our Public Schools have educated our children for business, and they have gone forth to become honorable, intelligent citizens in the cities and larger towns of our own and other States. It becomes, therefore, as much for the interest of our cities that the youth of our towns should be well educated as it is that their own children should be. As one mingles in city society and walks through the streets of our capital, he is astonished to meet, so often, men and women, in places of trust and honor, who were born amid the sand-hills of Cape Cod, and to read so frequently the names familiar as household words to his school-days. If the smaller towns give to the larger places of business so much of brain and muscle, it is but fair and should be lawful that these cities help educate their future citizens. A half-mill tax has been proposed by the Board of Education, and we hope the legislature will see the justice of the proposition and make it a law. Other States have passed similar laws, and it will not do for Massachusetts to be behind in anything that will tend to maintain the prestige she has won by native talent and cultured intellect.

*School Committee.*—T. N. STONE, N. P. WILEY, H. P. HARRIMAN, ALBERT HOLBROOK, SYLVESTER HINCKLEY, JAMES T. ATWOOD.

## BERKSHIRE COUNTY.

## ADAMS.

The time is within the recollection of many people when none but a male teacher was thought to be capable of successfully conducting a winter school. Now, however, the employment of a male teacher in one of our Common Schools, even in winter, has become the exception instead of the rule. This change in teachers, from males to females, has been a movement in the right direction; it has been in accord with public sentiment on the subject, and has given us better service and better schools. Woman is by nature, instinct and education best fitted to govern and instruct the young, and it is a matter of congratulation that this field of labor, for which she is preëminently qualified, has been chiefly relegated to her.

We would also notice in this connection an increasing tendency, on the part of women who teach at all, to seek in that avocation permanent employment. This is a good omen. "Skill to do," says Emerson, "comes of doing." The incentives to excellence are thereby redoubled and the benefits of special preparation and study of methods stand out in stronger light. Aside from the possibility of marriage,—a quantity the value of which, in any case, cannot be exactly determined,—the probability of a change of vocation is much smaller among female teachers than among males.

With these changes, and as their natural sequence, has arisen a claim for higher salaries,—a claim which the present increased cost of living over that of former years has doubtless contributed to enforce. Apart from the consideration last named, causes have existed making an increase in the salaries of teachers unavoidable. The value of labor in every department of human activity has greatly increased; the prices now paid are much higher than those paid for similar services years ago. In addition to this the work of teaching has assumed, more and more, the attributes and characteristics of a distinct profession, and the duties required of those engaging in it have become increasingly burdensome and exacting. That the demands of to-day in this regard, in the school-room, are beyond what they have before been; that the standard of qualifications for teaching has been and is being raised to

a higher pitch, are facts with which every one acquainted with the history of education in this Commonwealth is familiar.

*School Committee.*—A. H. CRANDELL, O. A. WHEELER, F. P. BROWN, J. ROCKWELL, A. G. POTTER, G. W. NOTTINGHAM.

*Absenteeism.*—Absences by the direction or permission of parents cannot be accounted as offences punishable at school, as the responsibility rests virtually with the parents; but, on the other hand, when absenteeism prevails to such an extent, or is of such a character as to inflict serious injury upon the schools, it is due to the pupils who are regular in attendance that their rights in the matter be protected; and for this purpose the committee are bound to adopt effectual measures for lessening the evil.

The committee have, therefore, adopted the following regulations:

1. If a pupil is absent from school without an excuse satisfactory to the teacher, and after suitable caution still continues the practice, lowering thereby essentially his own standard of scholarship and retarding the progress of the class with which he is connected, the case shall be referred to the superintendent, who may place the pupil in a lower and more suitable grade.

2. If the practice is still obstinately persisted in, after suitable warning, then the committee will suspend the pupil from the school until satisfactory assurances are given by the parent that he will be regular in his attendance.

*Superintendent.*—W. W. SPAULDING.

### CLARKSBURG.

Should the assessors' blank form have a column provided for the names and number of each family's scholars, how much more convenient it would be for all concerned; especially the youth, whose interest is forever neglected. Every department in agriculture is carefully provided on the assessors' blank form, even the dog, but the assessors' boy is left out, unless put upon a scrap of paper, carried at will and liable to be lost and the number guessed at, as the case may be.

*For the Committee.*—PETER DOOLEY.

### DALTON.

*Drawing.*—The State is doing much at this time to educate the masses in this branch of culture, and not only this State but the whole country has awakened to the idea that drawing and painting are no longer dead languages, to be reserved for the old masters emanating

from the few art-galleries of Europe, but that models and copies must be introduced, that the youth in our schools may be taught the elementary principles of art.

To further this object our State has sent out a professor to lecture on the subject, and exhibit these models, recommending their use if for nothing more than to train the eye in perspective and measurements.

The law of the State requires towns of over 10,000 inhabitants to give free instruction and furnish models for drawing, but that does not debar us from giving whatever advantages we can, and thereby develop a taste for the beautiful as well as the practical in life.

Something has been done with us in the rudiments, and we are happy to notice a few individuals who have far exceeded the first principles and give promise of much talent. Would it not be an honor to us as a town to send out one who could achieve triumphs in engineering or in a school of design?

*School Committee.*—ABEL KITTEDGE, CHAS. E. WEST.

### GREAT BARRINGTON.

Experience has proven that we cannot rely upon our general system of education for the best teachers. Special instructions and training are required as much in preparing for this profession as for any other. A man can no more teach properly without being educated for the profession than he can practise law, dispense medicine or preach theology without such education. The superiority of the Normal over all other methods needs no word of comment here.

It is believed that the languages have been more generally studied, and more thoroughly taught in the High School during the past year than ever before. Language is at once the root and branch, the leaf and flower of all knowledge. It is the medium through which we convey all that is beautiful and noble in thought and sentiment. Yet it is as a rule the one branch of instruction least carefully considered. As stated by the superintendent of schools in New Bedford, "We send our High School scholars into the world with so meagre a vocabulary, and so wanting in the power to give correct and free expression to their thoughts, that though they have been devoting years to the acquisition of an education they seem to have learned little or nothing to good effect." To study and thoroughly understand our mother-tongue, something more is needed than the ability to "parse fluently" or "analyze" with a curious admixture of technical idioms. Children should be constantly and carefully trained to the use of language, trained to express themselves clearly and concisely, and to ex-

press their own thought. Speech is like a flower whose multiple corolla is forever unfolding. The study of the classics and of the languages of modern Europe is the most potent of liberalizers. He who knows but one language is like a man who never goes outside his own garden. He who knows another than his own possesses a sort of night-key whereby he enters his neighbor's house at will.

We trust that our Primary teachers will acquire and adopt the method of object-teaching more generally than heretofore. It seems at once the most satisfactory and the most suggestive. Children cannot too early be initiated into the habit of using the objects and facts that come within their knowledge as data to reason from. The eager spirit of inquiry must be quickened to life and the recitation give place to question and narration. A bare statement or definition to a young mind lacks the significance of a fact and requires illustration to vivify it. As we said in a former report, a text-book is good, but a text teacher is better. A text-book is but a skeleton that is to be clothed with flesh and infused with life by the teacher.

A "Town Teachers' Association" would be found an inspiring source of improvement in this as in every other branch of education. The forming of such an association has been referred to and recommended in a previous report. No action, however, has even been taken by the teachers. "We have other uses for our leisure time," is their reiterated plea for not taking the step. We reply that we do not wish to employ teachers who value their leisure above their work. It is impossible to keep a school up to a high standard, however good it may be for a time, without those auxiliaries of success that lie beyond ourselves. Argument and discussion, the contact of mind with mind, are required to give an impetus to thought, to enlarge one's range of ideas and to develop a true appreciation of the dignity and importance of the teacher's vocation. "As one star differs from another star in glory" so does every teacher possess some merit that another does not. Through the medium of a friendly association, meeting regularly, once in two or four weeks, willing and eager to assist and coöperate, the experience of one would become the experience of the whole, and all would soon lay just claim to whatever superiority either might possess. They are the best teachers who are always striving to be better, who invariably exact more of themselves than of their pupils, and who never urge want of time in justification of failure. They are the poor teachers who simply exchange so many hours for so many dollars, and who complain that teaching is not honored while most dishonoring it themselves. None of us, however trivial our work, can confine its influence to the day or hour. In our Public School system lies the core of true democracy. In the hands of our Public School teachers is given the

keeping of the Commonwealth, that is to be. How few of them realize the solemn momentousness of the charge.

*School Committee.*—HERBERT C. JOYNER, WM. I. VAN DEUSEN, JOHN C. MUNSON, CHARLES J. BURGET, JAMES BIRD, MERRIT I. WHEELER.

### LEE.

The question whether it is not the duty of the State to compel all children to attend school during some portion of each year, as has long been the practice in Prussia, the best educated and foremost of the powers of Europe, is one which has for some time been engaging the attention of thoughtful men, and deserves candid consideration from all. Compulsion is a word which grates on most republican ears, but if it is the duty of the State to furnish means of free education to all children,—this duty being based on the consideration of self-protection,—ought not the State also to have the power to compel children to avail themselves of the offered privileges? If a republic is based on the intelligence and virtue of its citizens, the foundation is not thoroughly laid by simply providing stone and mortar and the boss-masons, and allowing the workmen to build or not as they please. We should expect in such a case to see a good pier built up here and there, but there would be many ugly holes and much poor masonry; and this is precisely the condition of the foundation of our republic. There are much ignorance and much vice abroad in the land, and we need to look more carefully to the underpinning or the fair republic may one day tottle over.

Again we can see no consistency in compelling property-holders, no matter whether they have children or not, to pay taxes for the free education of all, and at the same time leaving it a voluntary matter on the part of parents to accept or reject the means of education thus compulsorily provided. If it is a hardship for the poor to be compelled to lose the services of their children for a portion of the year, is it not equally a hardship for the rich to pay for school-houses and teachers, and find after all that their money is not thoroughly accomplishing that for which it was compulsorily exacted?

The objection that poor parents sometimes make to compulsory education, that it deprives them of the wages of their children, is not valid. The deprivation is more apparent than real. The withdrawal of children from factories—where they are mostly employed, and this because their wages are low—would operate to increase the price of adult labor. Parents, also, sometimes seem to be forgetful of the obligations they are under to educate their children, and of the increased wages which education will enable them to earn. It is a very short-sighted policy to keep children out of school for the sake of their small

monthly earnings, and ignore the greatly increased income which educated labor is always able to furnish.

*School Committee.*—ALEXANDER HYDE, N. W. SHORES, A. P. BASSETT, S. S. ROGERS, T. D. THATCHER, H. C. HURLBUT.

### NEW MARLBOROUGH.

Every one knows and admits the necessity of education and the Common Schools to the peace, prosperity and perpetuity of a government of the people; that the security of the wealthy lies in the intelligence of the masses. Now, what is it but equal and exact justice that every dollar shall pay an equal tax with every other dollar throughout the State for the support of this principle, the acknowledged source of the nation's stability? "Nothing else!" all will exclaim with a common accord. But what is the fact? Please turn to the Report of the Secretary of the Board of Education and examine for yourself. An examination will discover to you that the school tax ranges, in the different towns, from 95 cents to \$8.17 on each \$1,000 taxable property; and that money per child ranges from \$3.50 to \$25.82; that in the towns of the most wealth (Brookline, for illustration, has a tax of \$2.35 on each \$1,000, and raises by it \$25.82 for each child) the smallest tax is paid, while they raise the largest amount per child.

We ask again, is it equal and exact justice that a farmer on a Berkshire hill, who raises a soldier-boy that sacrifices his life in defence of the wealth of Brookline (which is in far greater danger than the farm) alike with his own fireside, shall be obliged to pay one-third more tax per dollar, and receive only one-fifth the benefit that the Brookline retired merchant does—and this tax for the maintenance of the great principle that is the basis of the nation? Would it not be nearer justice to raise the school money by state tax and distribute it by scholar, or as the necessities of the town demand? In this way, with the amount of money as now raised by the State, each child in the State would get \$11.82, and each dollar would pay  $3\frac{1}{3}$  mills or \$3.26 on each \$1,000. This town would gain \$6.00 per child with less than the present tax. Thus briefly, and we leave an important subject.

*School Committee.*—H. D. SISSON, M. R. CANFIELD, LEWIS EMMONS.

### PITTSFIELD.

*Irregular Attendance.*—Only a few words in addition to what was said on this subject in the report of last year. So much absence as we find in some of our schools is inexcusable and should be prevented. It is admitted that the parent has a right to control his own children. That control, however, is limited. The parent has not the

right to poison his child, neither has he the right to deprive his child of food, nor of a Common School education. His child, when once a member of school, ought not by irregularity of attendance to retard the progress of the other members, and thus infringe upon their rights. To them their rights are sacred and must not be taken away. The parent, who supposes himself possessed of the right to keep his child at home because he is taxed to support the school, should be reminded of his duty by some means more effective than suspension. And this leads to the question of the right of compulsory attendance. Other rights than those of the parent are to be considered.

Society has rights. It is of the highest importance to society whether children are to become intelligent or ignorant citizens. The State, in self-defence, has wisely established free schools. The law imposes a fine upon all parents who neglect to send their children, from eight to fourteen years, to school as required.

The tax-payer has rights. To maintain free schools taxes are imposed. The poor and the rich are taxed according to their means. Upon the rich these taxes fall the most heavily, and many of them have no children to send to the Public Schools. Why should they pay their hundreds and thousands for free schools to which they send no children? The answer is, because their property becomes more valuable and their lives are more secure in an intelligent community. Hence it becomes the duty of the rich to help educate the children of the poor. And still, while the man of wealth is compelled by law to support Public Schools for all of school age, all school children, it is sure, do not attend; then a part of his tax is extortion. Is it anything less? This is wrong.

Justice to the tax-payer demands a law compelling the attendance of all children of school age, during the whole time for which schools are supported at the public expense. Private Schools are patronized by those who prefer them, and their members, along with the feeble and sickly, should be excused. But, before popular education can be "universally diffused," the free school system must be put into the position which has been thus briefly sketched.

*Drawing.*—The second section of chapter 248 of Acts of 1870, directs that "every city and town having more than ten thousand inhabitants shall, annually, make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age, either in day or evening schools, under the direction of the school committee."

In order to carry out the requirements of this law it is perfectly plain that a school should be established for the instruction of adult persons in industrial or mechanical drawing. The particular training, which will render the talents of the industrial citizen most useful to



the town, is well met in the provisions of this law. The greater part of the industries of Pittsfield depend upon occupations for which training in these schools would be a preparation; there are hundreds, if not thousands, of persons in this town who are engaged in mechanical pursuits, and yet how little has been done for their special instruction. Schools of theology, law and medicine have been established for a long time. More recently, agricultural schools and colleges have been organized, and legislatures are willing and pleased to smile upon them, but none of these have been able to give proper instruction to the architect, manufacturer, mechanic and merchant. Of all, not one performs the functions of the other.

*Evening Schools.*—Two schools of this description have been kept during the past winter, one in Carter's Commercial College rooms and the other in the hall of the new Russell School-house.

The school at Commercial College rooms numbered 219 pupils: males, 143; females, 76; average attendance, 135; oldest member, 49 years.

The school at Russell's, or Weller's Corner, numbered 130 pupils: males, 94; females, 45; average attendance, 75; oldest member, 45 years.

The studies pursued were reading, writing, spelling, arithmetic and a small class in grammar. These schools have not lessened attendance in the day schools. The teaching has been wholly practical. The conduct of pupils has been generally good, and their progress, in most cases, satisfactory. These schools have been much above our expectations; they have been in reality a success. I hope they will be continued, and that many more will strive to avail themselves of their benefits.

*Superintendent.*—JOHN M. BREWSTER.

## SHEFFIELD.

Our common subject of complaint in our town is the lack of discipline in the schools. We often hear it said of a teacher that he or she is abundantly qualified to teach, as far as education is concerned, but very much lacks the "gift of government." The complaint is a valid one, doubtless, often. Executive ability is not a common gift. There are some who have the faculty of controlling others implanted in them by nature; but they are few. It were impossible to supply each of our schools with a teacher capable of governing, without severity, a band of thirty children—many of whom are ungoverned at home. The true reason and ground of this trouble among us, however, is an unwillingness to submit to discipline. A teacher, determined to control the scholars, has commenced a task of great difficulty;

not because of rebellion among the scholars only, but because of rebellion among the parents. Teachers have been insulted, and their authority in the school-room derided, in the presence of the scholars they were employed to govern as well as instruct, by parents, for the crime of keeping delinquent scholars in to make up failures in recitation. Teachers have been threatened, and scholars removed from school, because, in extreme cases, the rod has been used. Now, if public sentiment is such that a teacher cannot, without abuse and persecution, employ any means to secure obedience, how are we to expect order in our schools? If parents deny and defy the authority of the teacher, what are we to expect of the children?

*Superintendent of Schools.*—MASON NOBLE, Jr.

### STOCKBRIDGE.

If parents and guardians will not visit their schools to see for themselves how and what the children there are doing, ought they not to gather information upon those points from some source, even though it be from the report of the school committee? Grant that that report is little read, the financial account is examined in its every item, with an interest not greater, indeed, than its importance demands, while the interest in the schools centres and too often ends in making the needful appropriations. If we could only realize what the future of our children will be, as dependent upon the training they receive in our schools, we imagine all who are directly interested would avail themselves of every source of information which in the slightest degree could shed light upon that future. All matters, then, pertaining to our schools are subjects of deepest interest to the whole community. The welfare of the State, the nation, depends in a good degree upon their wise and efficient management. Without virtue and intelligence, as the grand controlling forces of society, a free government can exist only in name, and our boasted republic would soon share the fate of those which have gone before it.

Since it has been ascertained that pure air is essential to life, and especially to anything like life and activity to a pupil who is pursuing his studies, the matter of ventilation is one of the highest importance in every school-room. Every intelligent teacher has observed that some days his scholars are bright and active and make all desirable progress in their studies; on others, that they are dull and listless and manifest but little interest; and, if observant, he soon discovers the cause of the difference and remedies it, as far as lies within his power. The position of a pupil in the school-room is a matter of the last importance. Scholars, if left to themselves, will assume all conceivable attitudes. Some will sit up and others will lie down, some

will lean forward and others will lean back ; and, when called upon to read or recite a lesson, some will stand upon one leg and others upon both, some in the proper position and others will catch at any object within their reach to keep themselves from falling. There can be no worse habit than that of sitting during these exercises. The manner of holding the book, the position in studying, are matters requiring the closest supervision of the teacher. The appearance and movements of the pupils of our military schools are the best illustrations of the advantages of the physical discipline, which all our schools should exhibit to a greater or less degree.

Memory is the faculty of the mind which is usually the most easily developed ; hence many teachers suppose that if they crowd the memory of the child with a great amount of dry facts and observations, they are educating him in the best sense ; while the controlling forces of the intellect,—the reason, the judgment, the moral sense,—have been left comparatively unoccupied and unemployed. The greater part of the knowledge acquired by the child comes through the sense by actual contact with material things ; he wishes to see and examine everything for himself ; and some have gone so far as to assert that what we call mischief in children is nothing more than an ardent desire to gratify their curiosity, or love of knowledge, by examining into the nature of things.

We are glad to see our teachers beginning to realize the fact that they must teach the *thing* first and its *sign* afterward, the *principle* first and then the *rule*. Pupils must be taught that they are to learn for themselves, to think and reason for themselves, and not to depend on any extraneous assistance. It is the teacher's business to instruct them in the first principles of knowledge ; thus laying a foundation on which to build a superstructure which will stand the test of reality.

*Moral Discipline.*—In these days of degeneracy, when the foundations laid by "the fathers" seem to be shaken ; when men can purchase the highest offices in the land, provided only they have money enough, it becomes a matter of the last importance to us that our children should be taught those great principles of honesty, truth and morality, which lie at the foundation of all that is praiseworthy and noble in the human character. Moral discipline means the application of law to the mind and conscience of the child. The idea of rightful authority and unquestioned obedience is not enforced in most of the schools as it should be ; and in a great many instances pupils need to understand the word obey.

While the government of a school should never be harsh and vindictive, yet it should be administered by clearly defined laws ; "the should be few and simple, but fixed and inviolate, and every infringement punished ; not waiting until repetition has made the offence con

mon, not deferring it until after the school is dismissed, but make the offence blameworthy before all, and its punishment a terror to all evil doers." There are many other things, too, which the teacher is bound to accomplish. He should inculcate good manners, truthfulness and purity; vulgarity and profanity should be severely punished and held up to scorn and detestation; good actions should be praised and exhibited as models for imitation by all; and not a day can pass in any school in which numberless opportunities are not offered to the intelligent teacher to impress upon the minds of the children some of the most important and valuable lessons of morality and religion. The great lessons of patriotism and love of country, too, should be duly impressed upon their minds, so that, when they come forth upon the stage of action, they shall understand and appreciate their privileges and duties as men and citizens.

*School Committee.*—E. S. CURTIS, WM. A. NETTLETON, M. WARNER.

#### TYRINGHAM.

The only way to have good schools is to employ good teachers. To obtain them and retain them we must pay them good wages. We recommend the Normal School teachers, who have been educated and trained in all the best and approved modes of instruction.

The fond wish of all parental hearts is that their children may be successful in life, gain wealth, honor and reputation; but this wish can never be realized if they enter upon life without being well instructed in the branches of common learning. So let us cherish our free schools. Strive that their privileges may be enjoyed by all. If you neglect education in your community, moral refinement, steady habits, integrity and virtuous self-respect will decline.

*School Committee.*—GEO. W. GARFIELD, JOHN CANON, JR., CHAS. E. SLATER.

#### WILLIAMSTOWN.

We wish in this report to make one point prominent above all others: that of general and regular attendance. There is nothing more important for the success of our instruction than this. We have expended our money and put forth our labor in vain, if our children are in the streets and not in our schools. We are at present decidedly at fault in this respect. Our population has long been remiss in this particular; some districts notoriously so. The slightest reason, or no reason, is sufficient to take the child from the school; and it becomes almost impossible for the teachers to secure any emulation in studies or to kindle any desire for punctuality. To these old offences this

chronic and hereditary negligence is added, on the new factory ground, a large foreign population, who are often more than willing to keep children at home or in the mill. Against these influences we ask the aid of parents and of every one. The law is by no means as efficient as it should be. The prosecution of truants is so difficult and expensive as rarely to be thought of except in the worst cases. The time required of parents during which a child must be sent to school is much too limited. As the laws now stand we must look to the good sense and good will of parents to sustain the schools. We wish we could look to them with more hope and encouragement.

We would like to make one more addition to our school-year; we should then have all that we need. We would like to have the spring and summer terms each twelve weeks, and the winter term fifteen weeks, making the entire year thirty-nine weeks. The winter term is of most value to many of our children. Scholars attend during that term not at any other time present.

*School Committee.*—KEYES DANFORTH, GEO. F. MILLS, JOHN BASCOM.

### WINDSOR.

The cost of our schools being so large should be an item to induce parents to send their scholars regularly, and to visit the schools often, thereby making them the best possible. Raising money alone will not school our children. It is the first step in the work, it is true, but the other step must be taken or the work will not be done. First, there must be a suitable place provided where the school is to be kept.

But how many such places are there in town? How many of the school-houses in town are convenient and attractive places for our children to congregate in to acquire all the education which the most of them, perhaps, will ever have?

You are all aware that some of our school-houses are nearly or wholly unfit for use. One thing we think is certain, which is this: so long as the town clings to the old districts and old school-houses our schools will contrive to be small in number and second rate in character. There are only scholars enough in town for four good schools. Could there be four good, convenient and attractive school-houses erected in town, at the most convenient points, and all the scholars gathered into four schools, with the same amount of money that we now raise, our schools might be double in length with three times their present profit.

Our houses are often rendered uncomfortable by the negligence of those appointed to take charge of them. In one instance we observed a number of broken panes of glass, which were allowed to go unrepaired for a number of weeks. The stoves also are unsafe for use, and

there are many other inconveniencies, such as being destitute of broom, water-pail, &c. The wood, also, is thrown up promiscuously outside of the house, nearly two feet under the snow.

Notwithstanding all these inconveniencies, the tact and faithfulness of a good teacher furnished a good school for the district, but no thanks to the school-room or prudential committee for her success. It was a triumph over difficulties which no district should put in the way of the teacher.

*School Committee.*—C. A. CONVERSE, H. D. CAPEN, J. L. WHITE, ALVIN COLLENS, ELLISON AXTELL.

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## BRISTOL COUNTY.

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### ATTLEBOROUGH.

*Science for the Children.*—The desks of all our teachers have been supplied the past year with a book entitled *The Manual of Commerce*. This is a work crowded full of interesting facts in the science of common things. Any judicious teacher, with this book in her hands, might easily awaken in the minds of her pupils a thirst for scientific research. The complaint is often made, and not without reason, that our present methods of study do not cultivate habits of observation in the children. This book will help every teacher who is willing to step out of the ruts and call the attention of her pupils to the interesting facts that may be known about the things which they daily see and handle.

*Drawing.*—The committee, in compliance with the statutes of the Commonwealth, have introduced drawing into all the schools. This was a work of no little labor, inasmuch as the teachers were nearly all unacquainted with the art, and there were no appliances in our schools for teaching it. The results thus far have been, on the whole, very gratifying. Some teachers have taken much pains to qualify themselves to give instructions in drawing (a few, we are sorry to say, have done little or nothing), and scholars have surpassed our expectations in the progress they have made. We do not look upon drawing as a mere accomplishment, neither do we think the study of it should be limited to those who show a special aptitude for it. No one, in these days, can well afford to be without the training which it gives to eye and hand. The persistent and enthusiastic pursuit of this study in

our Public Schools will at length do something to remove the reproach which rests upon this country of being largely dependent on foreign nations for its mechanical designers and draughtsmen.

No school can be of the first order in which scholars are allowed by the parents to stay out every now and then on the most frivolous pretext. Such scholars are a dead weight on the school. They keep back their classes, they create uneasiness, they embarrass and discourage the teacher, they reduce the average attendance and give a bad name to the school. The town pays for their education, yet they get no education. And this is not the last payment the town will have to make for some of them. Their loose habits are fitting them to live at the public cost in the almshouse, or a worse place.

The United States Commissioner of Education tells us that less than one-fifth of one per cent. of the crime committed in this country is committed by those who are educated. On the other hand, as he informs us, at least eighty per cent. of all the crime committed in New England is committed by those who have no education, or none sufficient to serve them a valuable purpose in life. As crime costs the community more than education, economy, to say nothing of higher considerations, requires us to look after the boys and girls who are staying out of school. Massachusetts law gives authority to towns to make and enforce such regulations concerning truants as they may see fit to adopt, subject to the approval of the superior State Court sitting within the respective counties to which the towns belong.

*School Committee.*—JOHN WHITEHILL, EBENEZER CARPENTER, WILLIAM FITZ, WILLIAM H. STARR, O. C. TURNER, WILLIAM B. HEATH.

### DARTMOUTH.

Dislike of the teacher is sometimes brought forward to excuse absenteeism. This excuse, when urged by parents, is but too frequently an echo of the child's complaints, expressed in language like this: "The teacher is too strict, too particular; we can't do anything without being taken up for it." If this fretful disposition in the scholar is met by a sympathetic feeling in the parent, permanent discontent is the result. The teacher's usefulness in the school is diminished in proportion as this feeling becomes general, and the good results that were expected are not realized. If your child is required to give more prompt obedience to the teacher at school, than he has been accustomed to give you at home, send him by all means. If you have failed to correct his wayward faults, his careless manners, his saucy replies, do not blame the teachers if they strive to remedy what you have suffered to grow unchecked.

*School Committee.*—GEORGE W. FRANCIS, JESSE TUCKER, JOSHUA V. DAVIS.

## DIGHTON.

*The Blackboard.*—A distinguished writer says, "The blackboard is to teaching what steam is to transportation." We shall, next term, devote less time to complicated solutions, technicalities and exact details of the text-books, and more time illustrating truths and making them plain by its use. Object and topic teaching will be judiciously intermingled.

*Visiting.*—We attend agricultural fairs, admire the splendid horses, the fine hogs and nice cattle, visit the "lean man" or the "fat woman," or indulge our musical tastes and patronize the organ-grinder or visit the Coliseum, recruit ourselves at some fashionable summer resort with the peculiar American "rush"; but the school-room, term after term, has few friendly visitors. Go in occasionally and lighten and cheer the teacher's heart, and we assure you that the happy faces, good lessons and earnest work will amply reward you. Pupils are naturally ambitious and delight to show their friends what they can do.

*School Committee.*—JERVIS SHOVE, CHARLES S. CHASE, GEO. W. COBB, JR.

## EASTON.

*Truant Laws.*—The truant laws were adopted in town meeting in 1871. Considerable delay occurred before they were approved. But after they were made authoritative by the requisite approval, and truant officers were chosen, the result was immediately beneficial. It has not been found necessary to resort to this remedy for truancy during the past year. This was, in several cases, however, simply owing to the salutary terror the laws, and our disposition to enforce them, if necessary, inspired.

*School Committee.*—OLIVER AMES, 2d, ALBERT A. ROTCH, WILLIAM L. CHAFFIN.

## FALL RIVER.

The attendance at school will, perhaps, always be low in large manufacturing centres like our city; for these establishments employ many children of school age. This forms the principal cause of our low attendance. Avaricious parents, who care more for a dollar than for the education of their children, is another; and poverty occasioned largely by intemperance, still another. The way to reach and cure this evil is the problem which legislators and educators are trying to solve.

It may be laid down as an axiom in the consideration of this subject, that every child is endowed with the inalienable right of being



furnished with the time and means of acquiring a rudimental or Common-School education, as much as he has the right to be fed and clothed while in infancy. If this be granted, then in those cases where the parent or guardian fails, through any cause, to send his child to school, the strong arm of the State should see that the right is not ignored or trampled in the dust by avaricious parents, or by the demand for this class of help in manufacturing establishments. If it is a God-given right which, from the nature of things, is ingenerate in every child, that an elementary education should be furnished him, then it is the duty of some person or body of persons to see that this right is awarded. Taxes are levied and collected, school-houses provided, teachers employed, and all the necessary machinery is in motion to produce this result, except the better attendance of children at school. Shall the cupidity or poverty, even of parents, be a sufficient cause to deprive any child of his right to learning, which is the lever by which he may lift himself up to positions of usefulness and trust, and by which he may become a noble citizen and an honor to the country? There is a work for us, as a city, to do in this matter, and the sooner we set ourselves about it the better it will be for our material as well as moral prosperity. Effective and judicious action in this matter should not be delayed.

There may be another cause for irregular or non-attendance at school, viz., the cost of text-books. This expense is one of considerable importance to many families, and in not a few cases where the family is large, and only the labor of the parents the source of means for furnishing the necessities of life, it is even distressing. It seems to me that the term "Free schools" means something more than furnishing rooms and instructors. To be worthy of the appellation they should furnish text-books and stationery, teachers and rooms, furniture and apparatus, and all the appliances needful in the education of the children. If our city would supply text-books and stationery free to every child that would attend school, a great burden would be lifted from many poor but worthy families, and an obstacle to better attendance removed. I am of the opinion that the cost to the city, if adopted, would be much less than the aggregate expense to individuals now. Books could be bought at lower prices, and when children were promoted their old books would supply other scholars until they were worn out.

*Truancy.*—The truant officer has had reported to him 467 cases of truancy for the year. But few of them, however, were confirmed in the habit, the large majority of the cases being in the incipient stages. By making daily visits to the schools Mr. Read has exerted an excellent influence on those children who are inclined to run away. All the above cases were promptly attended to, and in addition thereto, 731 other cases of absence from school.

This office has become a valuable auxiliary to our schools, and the scholars know that if they play truant the officer will soon be on their track. For vagrants and confirmed truants I am of the opinion that there should be a place provided for their confinement, where they shall be properly cared for, so that their baneful influence may not be exerted upon the better disposed children in our schools.

Teachers should cultivate in the children the power of expression, and insist upon a good pronunciation and proper use of the English language. It is of more practical value to the individual to be able to express his ideas, in conversation or on paper, with ease and propriety, than it is to be able to demonstrate a theorem in Geometry, or understand the intricacies of Philosophy.

The policy you pursue of engaging the graduates of our own High School as teachers, in preference to those from abroad, other things being equal, is commendable. If superior qualities and qualifications are possessed by a stranger you freely indicated your preference by engaging the one who is best qualified to organize, govern and instruct a school successfully. Some of our own graduates rank high as teachers, and their schools give evidence of their ability and efficiency as instructors. The Normal class that will graduate at the close of the present term is composed of six young ladies who have taken the four years' course, and who, during the present year, have been receiving instruction in Normal methods of teaching.

*Factory School.*—This school has been doing the work you assigned it,—teaching the mill children who are between ten and fifteen years of age. When this school was established in 1868 the city was much more compact than it is to-day, and the central location of the house it now occupies on Anawan Street was such that nearly all the mill children could attend without much inconvenience. But the growth of the city has been so rapid that it now covers very much more territory than formerly, and the distance from many of the mills to this school is so great that the children cannot travel it conveniently. It has been necessary, therefore, to allow those mill children to attend the regular schools near their houses, who live at too great a distance from the Anawan Street school-house for them to attend school in that building.

There is no class of young persons within the city limits which should be better cared for in all that will aid them in acquiring knowledge, than those whose circumstances compel them to spend their tender years in manufacturing establishments. If there is a class of children among us that should be provided with commodious school-rooms, well lighted, well heated, well ventilated, and well furnished, these are the children. If there is a class of children among us that should be under able instructors,—those who can incite to noble efforts

whose hearts are full of sympathy and love, and around whom is an atmosphere which elevates, incites and impels those who breathe it to a higher life, nobler purposes and holier aspirations,—this is the class.

Moral culture should not be neglected in our schools. To inculcate by precept and example the principles of justice, truth, temperance and true manhood, is the work of the school-room. There are no questions of more importance to the child or the State than that of teaching our youth the principles of ethics. The large accessions to our school population and the increase of juvenile criminality among us calls for special attention to this subject at this period of our history. The prevalence of crime all over the land and the general disregard to law and human life press this subject upon our notice with more than ordinary force. If our youth are to become noble men and women they must be taught morality in our school rooms and at our fire-sides.

A failure by a teacher to instruct properly and successfully in reading, writing, geography, grammar and arithmetic may not be fatal to the child's progress or usefulness in life, but to neglect his moral nature, to fail to bend the twig while it is susceptible of being inclined in the proper direction, to cultivate his intellect to the neglect of his moral faculties, is an error of the gravest magnitude, one which is generally irreparable, and the evil consequences of which permeate to-day every condition and grade of social life.

*Superintendent of Schools.*—WM. CONNELL, JR.

#### NEW BEDFORD.

*How many hours should the schools be kept?*—It was my purpose to limit my remarks in this connection to illustrations of the fact that the number of the school studies and exercises which are considered indispensable at the present day, is too great to be properly accomplished in the prescribed number of school hours, and not to discuss at all the merits of the question as to the proper limits of school-time. For so many unsettled problems of radical importance must necessarily have place in such a discussion, that I could do them no sort of justice in this report. Still, as I have made statements and references which might lead to misconceptions of my position on this vitally momentous subject, I will express my convictions as to one or two of its most interesting and important points.

And, first, I believe with emphasis, so far as the *boys* in our schools are concerned, provided their studies be judiciously regulated and intermingled, that six hours daily attendance at school is not a moment too much for mind or body; no, not although in addition a lesson be assigned to be studied out of school. All the outcry to the contrary,

whether proceeding from parents, teachers or physicians, is wholly unsupported by facts. Look at Germany. There you find the scholars of many of the elementary and all the secondary schools on the stretch of severe school-work for forty hours a week. So it has been for a hundred years. And are they emasculated thereby? Is their virility sapped, and a race of puny, incapable valetudinarians ushered to manhood with every generation, bearing awful protest against the crime of their youthful mismanagement? Let the products of German thought reply, the miracles of the age for thorough investigation, subtle analysis and profound and exhaustive reasoning. Let Gravelotte and Sedan reply, and the whole campaign of which they were wonderstrokes of power,—through which the Germans fought with an endurance so patient and indomitable, an energy so untiring, as well as an “elan” so vivacious and vigorous, as to extort the admiration of the world and place them in the forefront of the nations for the noblest qualities of national life and character. Look at our own New England. In most of her schools, for centuries, the scholars have been confined six hours a day and have studied additional hours at home. And did the sturdy regiments which left her borders to save their country in the late civil war, pushing on, undaunted, unbaffled, to victory, through exposure and trials seldom exemplified, did they exhibit the characteristics of an enfeebled and deteriorating race?

Once more: study the life tables of the insurance companies, prepared with the utmost care in the interests of pecuniary gain, and therefore to be trusted wherever the existence of errors would damage those interests. Those tables tell us that there has been a vast increase in the average length of human life during the last hundred years, most conspicuous in those countries which are most civilized and in which the intellect has received the most thorough and universal culture. Is not such testimony conclusive? Is there any hint in its cheering statistics of constitutions broken through overstudy, and damaged parents entailing their weaknesses on offspring who are accumulating fresh injury through fresh educational outrages? And yet, again, what classes in the community, as proved by these same reliable tables, are the longest lived? They are the student classes, the professional men, whose youth was spent in mental delving and whose maturity has been devoted to tasking intellectual toil. Yes, the good God is consistent in the provisions of his divine wisdom. He has made the mind of man to be his noblest possession, and in admirable conformity, he has made the thorough culture of that mind productive of physical health and endurance as well as of intelligence and mental power.

Are any disposed to seize on the admission that we have too many studies in the schools for the time allowed them, as proof that the

scholars are worn down with an overtasking crowd of pursuits? It would be an unwarrantable deduction. Let the limits of the admission be carefully noted. The studies are too many, not because the strength of the scholars is insufficient for them, but because they are crowded into too narrow a space. Most of the new exercises are what have usually been called *play* studies, not *work* studies. In old times if a boy with artistic tastes was caught at drawing pictures on his slate, or on paper, he received a rap on the knuckles, with the admonition to reserve such frolicsome demonstrations until after school-time. If a girl, forgetting herself, hummed a tune, she, too, was disciplined, with the comment that such a plaything as music was not appropriate to the school-room. If a mischievous or nervous lad indulged in saltatory or brachial gesticulations to work off his superfluous energies, he was forcibly reminded that such physical performances had nothing to do with study and must not be indulged in until after dismissal. And, oh, the myriads of story-books that have been confiscated because stealthily read after the lessons had been learned, in the days when to have a story-book in school was to commit one of the seven deadly sins! Yet these very same exercises—drawing, music, gymnastics and the reading of interesting books—occupy at least one-fifth of the school-time, taking the place of a corresponding amount of the delving and cramming which made up the sum total of the old-style education. And still the cry goes abroad that the school children are fearfully overworked.

I have been discussing this topic with reference solely to the boys in our schools. When we take the other sex into consideration I am ready to admit that the question is not so clear. It may be that girls cannot healthfully endure the same amount of mental effort as boys and that we are violating the ordinations of nature in subjecting them to the same tasks. In Prussia, the girls are not taught in the same manner nor to the same extent as the boys, on the express ground, as officially proclaimed and argued by the government, that their physical organization does not justify such a strain upon their powers; and it is certain that, where complaints are made of over-pressure in any of our schools, the alleged victims of such pressure are almost invariably girls.

But before we assume it to be a fact that the sexes have unequal power of mental labor and endurance, it must be determined how far any injurious effects of study which may have been developed are owing, not to study in itself, but to the character of the incentives under the spur of which it has been prosecuted. Delicately sensitive in their feelings, as compared with the boys, and quick to respond to appeals made to their love of approbation, the studious girls are filled with eager emulation the moment that a prize is offered for their competi-

tion. Their effort becomes painfully intense. They strain every nerve in the contest, a restless anxiety, meanwhile, morbidly preying upon and diminishing their strength. And in those localities where the principle of emulation is systematically and largely employed in the schools; where examinations, exhibitions, festivals, medals and other details of competitive machinery are ceaselessly pressing home their exciting stimuli,—the influence over the girls must be fearfully pernicious. But it is a reasonable answer to an argument drawn from such premises, that the noxious stimuli constitute the nuisance to be abated, not the study with which they have been improperly connected.

I turn from the boys and girls to their teachers; to those without whose faithful and efficient service these questions about study and study time would have no point or application. If the relations of the subject to their ability and health be not regarded as considerably and thoughtfully as in relation to the ability and health of the scholars, its discussion degenerates into a one-sided and useless parade of words.

And the draft we make on the powers of the teachers is severe and fatiguing in the extreme. Recall the picture of a well-taught grammar school-room, as it has been drawn in an earlier part of this present report. Regard its ceaseless intellectual life and activity, generated by the unflagging vigor and enthusiasm of the teacher. Mark what a range of culture is drawn upon to illustrate the lessons, touching them on many sides; what accuracy and extent of philological information are necessary to explain and impress the meaning of the new words which may be encountered; what promptness of thought and intelligence to reply to the many questions which are asked; what energetic skill to give forceful as well as intelligent direction to so many dependent minds. Observe, too, the fact that, while some of the studies and exercises are actual reliefs to the scho ars, few of them bring any season of repose to the laboring mind of the teacher; since there runs through each a watchful solicitude to have the occasion well improved by every scholar, which closely engages and tasks the attention. And is not such a picture indicative of toils which can be endured only for a few hours each day?

But there is one particular not yet mentioned in which our new methods of study impose unexampled labors on the teachers. Much of the school-work is transacted by means of the pen. This is the most admirable of all the changes which have been wrought in the economy of our schools. Its superiority over oral instruction, in giving precision to knowledge and to thought, in enlarging the vocabularies of the scholars with intelligent acquisitions, and in imparting the power to use language freely and correctly, cannot be measured. But the oversight of so much written work, the critical examination of numberless papers, day by day, to detect their errors, and that subse-

quent review of them in company with their several writers on which their value depends, is so laborious and exhaustive that the burden may easily be made intolerable. In fact, this method of study cannot be prosecuted to the most advantageous extent, because it is impossible for our teachers to supervise it to such a limit.

Therefore, whenever the question as to the proper length of school-time has come before you, I have hesitated to urge my convictions in regard to the good of the scholars, because I have feared lest, should the number of school-hours be increased, our faithful and successful teachers might be harassed and broken down by overwork.

*Measuring Education.*—I wish to say a few pointed words against a notion about education whose influence has created the most damaging of all the vices of our American school instruction, and which persists in maintaining place and authority. I mean the notion that nothing is really worthy the name of education, so far as school-work is concerned, which you cannot exactly measure and be able to label, just as a merchant measures and labels his goods.

In the first place it is false, scandalously false. The best results of an education elude all our mean attempts to put a rule and compasses upon them and define and make apparent their exact dimensions. Those results ensue, not from doing what the great mass of teachers are everlastingly and exclusively trying to do with their scholars, that is, to put something into them which is called knowledge, so much as from illustrating the derived and noble meaning of the word education ; to draw out the faculties of the mind, rouse them into activity, give them strength, precision of effort, energy and working capacity. When you have accomplished this for a child, when he has learned to use his senses and perceptions with ardent relish, ceaseless and intense curiosity and keen precision, and then, bringing his higher powers to bear with disciplined vigor on the fruits of his observation, to deduce for himself the grand abstractions which become the leading principles of things, with command of language, let me add, to give expression to these mental processes and results, you have done nobly for him ; you have opened the doors for him into the arcana of truth ; you have enabled him to see with his own eyes, hear with his own ears and judge with his own judgment. What he has acquired, meanwhile, as knowledge and stored up in memory is, perhaps, a gain ; but at the best it is secondary in value.

Indispensable, therefore, in a school-room, as indices of the character and efficacy of its work, are evidences that the scholars are mentally wide awake, quick to perceive, prompt to respond to a call upon their powers, full of vigorous, inquiring, searching, intellectual life, and able to express clearly and fully, according to their age, the observations and activities of their minds. They may blunder in their re-

plies about facts. Their memories may not faithfully serve them. All very well. If the edge of the blade be shown to have been brought to keen, incisive sharpness, it is of small account that we should see precisely how large the pile of substance which it has cut.

In the second place, the influence of this mistaken notion is vicious in the extreme, and is everywhere to be encountered, narrowing and dwarfing the efforts of teachers and deteriorating the quality of the instruction the scholars receive. For the moment it is felt by any teacher that it is worth while to try to accomplish only what can be exhibited to others, and measured and labelled as so much knowledge, from that moment the memory becomes the chief faculty of the mind which is appealed to and developed; the study of words and statements, just as they are written in text-books or uttered by the teacher, so that they may be faithfully remembered, is the prime object of endeavor; and a process of what has been contemptuously designated as *cramming*, comes in to degrade instruction into a despicable effort to load the mind with information without developing its powers.

It is this cramming system, for the sake of effecting results which can be measured and exhibited on examination days, and which is essentially dependent on the blind use of text-books, that has rendered the very name of a text-book a stench in the nostrils of many a thoughtful and discriminating educator.

This vicious notion, detected through its evil effects, crops out everywhere and on all occasions. When I consulted the teachers of our secondary schools about the condition of those whom they receive from the Grammar Schools, as has been related in a previous part of this report, they admitted that the scholars referred to exhibited much vivacity of mental action and quickness of observation, and had quite a striking fund of general intelligence; but some of them made the admission in a tone of voice which manifested in what light esteem, comparatively speaking, they held these sterling characteristics. They wanted in their stead what can be measured and labelled, what can be precisely got at by asking questions, what has been *crammed*—learned by note out of book.

Whoever peruses the honored and eloquent statutes of Massachusetts, which first planted and nourished the germs of her system of education, will be impressed with the fact that, with the high-toned and far-seeing patriots who enacted them, the sublime finality to be accomplished was the production and nurture among the youth of the State of the elements of pure and noble character. To this all the machinery of the system was to be subservient. For this all the avenues of culture it opened were to be traversed; and the intellectual acquisitions and masteries it was to provide for and encourage were to be



reverent helpers in producing a fruitage of virtue, as being the crown of glory to an honorable manhood.

I have called this finality of purpose sublime. It is so, whether we regard it in the light of philanthropy, tenderly solicitous for the welfare of the individual, or of political sagacity, conservative of the interests which give lustre and stability to the State.

The two objects, indeed, coalesce in one. The welfare of the State is the welfare of the individuals who compose it; and what element of individual welfare should the State so treasure and foster, for its own precious sake, as that nobility of character which will secure a pure, intelligent and faithful exercise of the rights of citizenship? All material interests sinks into insignificance in the comparison.

But the admirable position which Massachusetts has so long maintained, arising from the greatness of the ideas which have been the motive-springs of her educational economy, is fast breaking away from beneath her, and letting her down to rest on the sordid plane of gross material interests. To aid boys and girls in procuring a livelihood when they come to maturity is becoming the sordid lens through which the masses of the people are accustoming themselves to regard the opportunities of education. It is no longer a question of preparation for a virtuous and intelligent exercise of the rights of citizenship, but a question of bread and butter. Education is coolly taken into account only as a factor in the production of better workmen for our mills and machine shops, and is rated and supported accordingly. The curricula of the studies in the schools are scrutinized to ascertain whether they have been so arranged as to train the capacities of mind and body in the interests of material gain. And while vice and crime are holding high carnival in the land, while bribery and corruption stalk at large through the chambers of legislation, and murder shakes its bloody fingers defiantly in the face of justice, and there is more need than ever before that the conviction should inspire our youth that an incorruptible character is the noblest of all possessions, the whole vast machinery of popular education is to be prostituted to play into the hands of sordid interest.

But the drift of public opinion is by no means a trustworthy index of duty and responsibility. Alas for us, if, in the present instance, we be carried away by its illusions and conform our efforts to its dictation. The ideas of the fathers, based on everlasting principles, should be of lasting and unintermitted application. Conscience, judgment, heart, aspiration, immortal hope, all endorse them; and it is for us, standing in the relation which we do to the youth of the community, while we are faithful to all the just claims of its material interests, to hold in supreme regard and impress in like manner on the hearts of our scholars the surpassing worth of an incorruptible character. **Maintain**

it ever before you, I implore, in your labors with your scholars, as the goal to which you would urge them; for which you seek to enlarge the field of their intelligence and to educate their capacities. And, that you may grandly succeed, strive to actualize in yourselves all that you paint in words of truth and beauty in human character. For it is not by your words that your scholars will be persuaded and moulded, so much as by what they perceive you actually to be. Wo to them, if your pictures of true manhood and womanhood be not transparently real! Wo to them if they have noted an antagonism between your speech and your actual self! Wo to your moral success if they have ever detected you in untruth, deception or meanness! It has branded you indelibly as the cheat it makes you, and your good influence is gone forever. Therefore be truth's own—in other words, God's own—from the crown of your head to the sole of your foot. Let your spirit be possessed by its great realities, its illustration be the mark of your fondest aspiration, its triumphs enkindle your highest delight. Let it be manifest to your scholars that more real and more beautiful to your thought, than any and all material things, are the glorious spiritual realities lying outside the domain of the senses, which are common to earth and heaven; let them see that nothing can so shock and sadden you as a stain on one's purity and truth.

In the words of our manual, which every teacher should seem to see written in letters of fire above the door of the school-room:—

“No teacher should expect to make his scholars more courteous or more truthful and virtuous than he is himself.”

*Superintendent.*—HENRY F. HARRINGTON.

#### REHOBOTH.

Attention was called, in a late report, to the many disadvantages of a summer term, and a remedy proposed by adding another month to the length of the schools, and then dividing the school-year into three terms,—spring, autumn and winter. We think it very desirable to have a vacation during the entire months of July and August. Mid-summer is a very unfavorable time to study. The prevailing lassitude of the season unfits the pupil for vigorous mental application, and an afternoon nap becomes much more attractive than an afternoon lesson. Besides, in a farming community like ours, pupils are often withdrawn from school, in the latter part of the summer term, causing a positive and serious loss. For whatever the common practice may seem to indicate, scholars are a necessary part of a school, and to continue the school without its full complement of scholars is simply wasteful. We claim that a better attendance would be secured in spring and autumn, which is a very important consideration.

*School Committee.*—IRA PERRY, JOHN M. DAVIS, WILLIAM H. BOWEN.

## SWANSEA.

*Supervision of Schools.*—Much stress is usually laid, and rightfully too, on a careful supervision of the schools. We may have teachers in every respect competent, yet the schools will not be unqualifiedly successful unless they are thoroughly supervised. However perfect the rank and file of an army, its success will depend very much upon the man at the head of it. How often do we see schools that once occupied a comparatively low position raised to the first rank by the earnest and undivided efforts of a single individual.

We have given to the schools all the time circumstances would permit, and think we have rendered a full equivalent for all we have received; but it would not be the truth to say the work of supervision had been thoroughly done. And can it be expected that in towns like this, with the salary paid and other conditions considered, a thoroughly competent person can always be found who will leave his profession or regular employment and give to the schools all the time and attention their varied wants require. The interests of the schools of this town would be better subserved if, as the law provides, it could be formed into one district, with several other towns, and an individual appointed whose sole business should be the supervision of the schools embraced in it.

*School Committee.*—E. P. SHORT, MASON BARNEY, MARY A. CASE.

## TAUNTON.

The free evening School of Industrial Drawing was re-opened near the first of December, and was maintained four months.

During the first term the number of persons enrolled was 275; average number belonging, 154; average attendance, 101; per cent. of attendance, 65.

The school was visited by members of your board and the different branches of the city government, and by many of our citizens. Its high degree of merit is appreciated.

The success of our school has been achieved by the superior excellence of the teaching and the ability of the learners. Thus far there has been a deficiency of preparation in respect to room and material for instruction. We have dispensed with every outlay that could be avoided, until such experience could be gained as would enable us to ascertain intelligently the precise wants of the school, and to recommend an expenditure only for what is essential to its substantial progress.

I know of no other similar school, even of much smaller size, that has cost so little for its preliminary work.

The free Industrial Drawing School has now, without doubt, become a permanent institution of the city. While you continue to study economy, it will be well, after due investigation, to advise such needful appropriation as will secure a room properly fitted and appliances suitable for its future success and lasting utility.

*Teachers' Drawing Class.*—In compliance with the amendment to the first section of chapter thirty-eight of the General Statutes of the Commonwealth, it seemed necessary that our whole corps of teachers should have a well-defined system of elementary instruction in drawing brought before them. Accordingly, by your approval and direction, Mr. Benjamin W. Putnam, a teacher of well-known ability in this department, was employed early in April to instruct or review our teachers and candidates for teaching, in a course of elementary lessons, to be given every Saturday forenoon until the close of the summer term.

Several not engaged in teaching, some of whom were High-School scholars, joined the class.

The instruction embraced lessons in Free-Hand, Outline, Geometrical, Memory and Perspective Drawing.

By vote of your board these lessons were continued on alternate Saturday forenoons and alternate Friday afternoons, in a series of twelve lessons, beginning with the first Saturday in September.

It is comparatively easy to legislate for the general grading and classification of the schools; but it is a different task to mature a programme of study so that each of the grades and classes may have its proportionate share of educational work, that each lower stage may be a fit preparation for promotion, that the work of each higher stage be adjusted to the measure of preparation acquired in the stage next below it, that no step in the educational pyramid be so difficult of ascent that it can be attained only by the brightest scholars, that the requirements of each step be such as to secure the greatest practical good to the pupils, and that there be suitable provision withal for the ingenuity and tact of professional teaching.

Not long since, a person of successful experience in teaching remarked to me: "There is danger of legislating too much for teachers." Any one who has been an adept in the profession will appreciate the force of this statement: that legislation should be thoughtfully guarded, the tendency of which may be to give rise to machine processes rather than the exertions of self-working architects.

The mind is not constituted like inorganic matter, and those who deal with its culture cannot attain high and broad usefulness by work-

ing as tenders of machines, however nicely devised and adjusted may be the machinery.

The progress of classes in any grade and of individual pupils in any class will be influenced by the character of the efforts and work of the teachers, and nothing should be so planned, nor should any plan be so construed, as to ignore professional responsibility.

The teacher's work is not merely to conduct classes through certain prescribed limits, but, if need be, to encourage or disembarass them in exertions to gain masteries of subjects taught; not only to aim at skill in class instruction and class discipline, but also to study each pupil, just as the discriminating physician studies his patient, to know what he is, what he may become, and what ought to be done for him.

A programme, that it may be understood, must define with precision the groundwork of instruction and study; but to grant scope for the skill of able teaching, the arrangement of the presentation of details, should be somewhat, if not largely, at the discretion of the teaching force, so that energy and inventive genius may not be restrained.

*Superintendent of Public Schools.*—W. W. WATERMAN.

#### WESTPORT.

*What the Community owes to its Teachers.*—How many of us consider the peculiar cares and responsibilities that devolve upon the teacher? Is there not a tendency to regard the instructor of our youth as one who has a certain routine to follow day by day, and because equal to the situation, needs no sympathy, no encouragement? This may be highly complimentary, but it is neither kind nor just. The parent and the teacher should know each other, and the child, the pupil, should be a study between them. In other words the parent should inform the teacher of the child's disposition, tastes as regards studies, and any particular talent or ability that especially seems to require development. Thus confidence will be established between parent and instructor, and the latter will be enabled to advance the pupil more rapidly, to arouse greater mental effort, and as a direct sequence, greater interest; much time will also be saved, for any teacher, it matters not how sagacious or penetrative, cannot learn a pupil's nature in a day or a week. In addition to this, it will serve to bring the community nearer its educators, to inspire friendship between the parent and teacher, and thus enhance the progress of the pupil. In view of these facts and the excellent results that are sure to follow their practical adoption, we entreat parents to visit the schools frequently, to confer with the teachers and aid the latter in every possible way.

*School Committee.*—CHARLES F. SHEERMAN, LUTHER D. KIDDER, CHARLES FISHER.

## DUKES COUNTY.

## EDGARTOWN.

We would again call attention to a subject referred to in our last report : the deleterious influence upon the prospects of pupils by urging them from one school to another, by parents and others, before they are fully prepared for it. This practice results in much harm to the scholar and to the school he succeeds in getting into by these means. No scholar should be removed from either the Intermediate or Grammar School short of three years' attendance. False ambition in this, accompanied by a false pride, works the same injurious results that it does in all other phases of society and life. A far better way is to allow the children time to develop their educational powers by proper means of growth, than to resort to the hot-house plan, of forcing matters upon them which neither their present status as scholars nor their intellectual advancement warrants.

We trust the day is not far distant when Massachusetts will have all her children within the school-room by compulsory enactments upon her statute books. A Commonwealth whose name, throughout the civilized world, is synonymous with patriotism, culture, integrity, humanity, liberality and learning, can most fittingly afford to be the first of the thirty-seven States of the nation to place that rich jewel in her diadem of glory, which shall result in attracting all, of every grade, however low or poor, to her rich fountains of learning, that thereafter all born within her borders, or transplanted there from other lands, shall call her blessed.

*School Committee.*—SAMUEL OSBORN, JR., WILLIAM W. HALL, SAMUEL KENISTON.

## TISBURY.

*Study.*—The good old puritan custom of the teachers, requiring the pupils to take their books home at night and spend a part of the evening in study, preparing lessons for the following day, has for the most part passed away. We have but few teachers in our schools who see the importance of evening study, and it is in the schools under the instruction of these few that we find the best and truest scholars. Neither do parents regard it essential to their children's best interests sufficiently to require them to devote a part of these golden hours to

study ; but instead, amusements of a questionable character are suffered to occupy this valuable time, much to the detriment of their mental development. The parent can do much, and we think quite as much, by way of encouragement in the evening, as the teacher can do in the school-room. Certainly, the two working together will double the progress of the pupil.

We know the parent cannot make the school unless the teacher does his duty. Neither can the best teacher succeed without the parent's coöperation. Your work is one, and as inseparable as the sunshine and the dews that make the foliage, the green grass and the sweet flowers. Then work together, and the greatest success possible shall crown your best efforts. It is noble to teach,—grand to mould the young and opening mind for true and great ends. It is nobler to receive from God's hand the gift of a child and be intrusted with his education. It is grand to see that child in after-years swaying a nation by his eloquence, or lifting it from anarchy and ruin to peace and prosperity by his genius, which you may have fostered in his early school-days.

*School Committee.*—J. H. LAMBERT, THADDEUS LUCE, DAVID MATHEW.

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## ESSEX COUNTY.

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### ANDOVER.

Many teachers seem to think that all that is required of them is to go through the daily routine of asking the questions in the book, and receive in return the exact words of the answer. This manner of conducting recitations simply strengthens the memory without cultivating the intellect, and the child grows up ignorant of a thousand things he might have learned, and without that discipline which such an exercise, properly conducted, is calculated to afford. It fails to develop and sustain the habit of self-reliance so necessary to follow up the hints of the lesson. The scholar is allowed to lean too much on the teacher or the form of words he rehearses, and hence fails to cultivate that faculty of mind which leads him to think and act for himself.

In order to make the minds of scholars bright and active, to rouse all their energies, teachers must not be confined to the letter of the book. Such a course is a miserable apology for a teacher's work. Recitations should be so interspersed with questions, explanations

and illustrations from the teacher's own resources as will train the pupils to such habits of thought and reflection that, when asked a simple question out of the beaten track, they will not become so confused as to be unable to answer. We hope teachers will try to remedy this evil where they are conscious it exists, insisting that their scholars thoroughly understand the principles involved; bearing in mind that the quality of instruction is of more importance than the quantity.

*School Committee.*—HENRY S. GREENE, *Chairman*; SAMUEL H. BOUTWELL, *Secretary*; GEORGE H. POOR, *Auditor*.

### DANVERS.

There is another necessity upon the town. It is impossible to retain the services of able male teachers at former prices. This has become certain with each change made of late and with each experience of the past. Regret it as much as we may it is an inexorable fact, to meet which we must raise, as this town has done, more money or lose the services of tried and competent male teachers. If we lose their services great uncertainty hangs over the school or schools until we make an experiment, when if success fails there follows another, and then another, and so on. For as soon as we have proved a man an excellent instructor, he is capable of obtaining a greater compensation for his labors, and rightfully improves his opportunities. If our experiment is not successful then we must make another, and so on, until it is successful; so that whenever we obtain a good teacher or a poor one, it is but a continual series of experiments without much advantage either way. Shall we then pay enough to keep our good teachers, or must they go at the bidding of the large cities where the pay is higher, and they are wanted? We have tried to decide this matter as the best good of our schools demanded, and believe we shall have the cordial approval of the town. "School-houses are the line of republican fortifications," says Horace Mann, and Edward Everett has said, "If we retrench the wages of the schoolmaster we must raise those of the recruiting sergeant."

*School Committee.*—I. W. ANDREWS, C. B. RICE, GEO. J. SANGER, W. WINSLOW EATON, J. A. PUTNAM, J. W. PORTER.

### GLOUCESTER.

Some parents are indifferent; some, for their own gain, deprive their children of that education which the law grants and the town provides. Others will allow them to stay out of school on some slight excuse, perhaps the mere whim of the child. Poverty is undoubtedly sometimes the cause. Such children take no interest in their books,



and cannot remain in their classes, but must be put back. If the harm arising from such irregularities were confined to those only who allow their children's absences, it would not be so serious; but, unfortunately, there are no parents, children or citizens who are not more or less directly affected by it. It affects the discipline of the schools, retards the progress of those who are regular and prompt, rendering them uneasy and discontented. It is, in fact, the greatest source of evil to the schools. To it may be traced most of the difficulties which arise in the management of them. But, beside the injury to the school, it is a wrong to the whole community.

The heavy tax-payers, who do the most for the support of the schools, want an adequate return. "Why," they ask, "are these children about the streets, growing up in ignorance and vice, to be a pest to society, when we have made such provision for their education?" They expect the schools to help form an intelligent, law-abiding, industrious community, and to give them skilled laborers to help develop the industrial resources of the town. No true man would wish to keep any one in ignorance for the sake of cheap labor. Although the simple ability to read and write adds twenty-five per cent. to the wages of the working class of a State and likewise a town it also tends to the creation and distribution of its wealth. The law in Prussia is no dead letter on this subject of attending school. There is there no false notion of republican freedom, but the law is based on the idea that the good of the state is paramount to the so-called right of the individual. A man must send his child to school, or choose between fine and imprisonment. The law itself has been a teacher of the nation. It has proclaimed the value of the school. Mr. Northrop says: "No one seems to think of coercion. The law is only the legal expression of the public will." Love of country is the germ long ago planted in the heart of every child, and the people would sooner increase than relax its vigor. I think no better or more vigorous statement of the case has yet been made than that of Martin Luther: "If a state, in time of war, can oblige its citizens to take up the sword and musket, has it not still more the power, and is it not its duty to compel them to instruct their children, since we are all engaged in a most serious warfare, waged with the spirit of evil which rages in our midst, seeking to depopulate the state of its virtuous men? It is my desire, above all things else, that every child should go to school, or be sent there by a magistrate." It is to be hoped that the bill now before the legislature, which has already passed to third reading, by which the attendance of children at school for six months in the year is required, will become a law.

Before going to school the child has had about five years of the Kindergarten training in Dame Nature's school. He has had the

range of the house, the garden and the field, and with eyes, ears and mouth wide open, has been drinking in eagerly nature's teachings, and asking innumerable questions which puzzle the wisest philosopher. He is in fact a philosopher, and should be treated as such. Now is it right that this foundation, which has been laid so wisely, should be disregarded? It is like the old method of teaching Latin, which compelled the boy to commit his grammar by the page, and to repeat pages of exceptions which he would never meet again. Nature has taught the child, by object-lessons, which parents have helped him interpret; he has learned to pursue his original investigations, and to make discoveries as new and interesting to him as were those of Kepler and Galileo to them. If the same course were followed in school, and the objects in which he is interested were carried into the school-room, and he were then guided in original investigation, his progress would be more rapid and satisfactory in the "practical" branches. It is a course which makes the child happy, and, as Sydney Smith says, "If you make them happy now you make them happy twenty years hence by the memory of it."

Herbert Spencer has put this matter very truthfully. "This need for perpetual felling is the result of our stupidity, not the child's. We drag it away from the facts in which it is interested, and put before it facts too complex for it to understand, and therefore distasteful to it; finding that it will not voluntarily acquire these facts, we thrust them into its mind by force of threats and punishment:—by thus denying the knowledge it craves, and cramming it with knowledge it cannot digest, we produce a morbid state of its faculties, and a consequent disgust for knowledge in general; and when, partly as a result of the stolid indifference we have brought on, and partly of still-continued unfitness in its studies, the child can understand nothing without explanation, and becomes a mere passive recipient of our instruction, we infer that education must necessarily be carried on thus. Having by our methods induced helplessness, we straightway make the helplessness a reason for our method." The child at four years of age can repeat long poems, and at five and six can sing by note, at sight, in a way to put to shame many an older one. It is because he is interested in it. The instruction which can be given about plants, birds, animals, fishes and insects, with their peculiar functions and adaptations, by the use of objects and by Prang's colored cards, the disposition to observe, to discriminate and reason, is worth more to a child at the outset than to be able to tell how many four and two make. To teach young children well is as important as it is to lay a good foundation for a large factory. A Cunard steamer has as well finished keel and hull as she has saloon. Neglect of the keel and hull is preparing the way for a shipwreck, and just so bad training in a Primary School is preparing

the way for a worse shipwreck. The child's morals and manners should be carefully attended to, and the thoroughly trained teacher can give him a right start in life, and hold in check the evil lessons of the street and play-ground. But to do all this requires as careful preparation as for the work of the High-School teacher. It is a great mistake to suppose that any one can teach a Primary School. "No one can teach well who does not teach out of a mine." The German Primary-School teachers must first pass through the university, then spend two years in the drawing school, and then teach for two years under a superior teacher: if after this they show themselves competent, they receive an appointment, and herein lies the strength of their school system.

*Geography.*—Slavery to the text-books has made this a most uninteresting and profitless study. It is studied for five years, and forgot ten in much less time. No child's mind can become a gazetteer or geographical statistics. If the teacher will teach geography instead of asking questions about it, more would be accomplished. One great trouble is that the geography is too often confined to the school-room. While reciting about the world, the thoughts are only on the printed page. The Mississippi River, instead of a broad, navigable stream, is a long black mark on the map. One teacher will repeat the same questions to each scholar in a class of thirty, requiring them to answer in the precise words of the book; another will ask, "Well, what is the subject of your lesson for to-day?" On receiving the answer "New England States," the reply is, "Go on and recite." This requires thought, and if all are held responsible to correct errors, supply omissions, and give additional facts, the recitation, instead of mere drudgery, is a pleasant, intelligent exercise, and is, at the same time training the child in the use of language. Time is thus given for the teacher to add much that is interesting and instructive, and the recitation closes with a feeling on the part of all that they have learned something valuable.

The relation of geography to every-day life should be remembered. The text-book supplies facts, the newspaper should supply illustrations. It contains letters and telegraphic news from all over the world. It speaks of the establishment of roads, or of new sea-route between different countries. It tells of the discovery of Livingston in Africa; of the great Suez Canal; even the shipping news can be made the text for most useful instruction.

*Grammar and Language.*—Grammar should be taught with a text-book only during the last three years of the Grammar-School course, but language should be taught through the entire course. Any school boy can say, "English grammar teaches us to speak and write the English language correctly;" but however proficient he may be in the

rules of grammar, he will violate them constantly, both in speaking and writing, if he has not a systematic course of instruction in language by dictation exercises, and by the writing of sentences and short compositions on subjects in which he is interested, and which he can comprehend. A mistake should never pass unnoticed in the school-room. A simple correction is not enough. A pupil should be made to feel that something is wrong, and to realize the importance of correcting it. If a child always heard good English, he would speak good English; but our language is becoming corrupted by the admixture of slang, localisms, and bad grammar, until almost every one is insensibly affected. Few people, excepting the highly cultured, can sustain a half hour's conversation without some violation of the rules of grammar; and to the teacher we must look for correctness, and for insisting upon correctness among her scholars. This should never be forgotten, no matter what the subject under consideration may be.

Children must first, however, be trained to use language, or a few corrections of mistakes will be of little value. They like to shield themselves behind monosyllables, and unless trained to use language, will go through a day, a week, or a year even, using very few words. The teacher often frames a question so that a single word will answer it. In the lower classes the pupil should give the answer in the form of a statement, and the style of questioning should be so varied as to require the child to use language more freely. In the reading class a good exercise in language is to require the child to give, in his own words, the substance of what he has read. In the higher classes recitation by topics will be found best adapted to developing language. Frequent use should be made of the blackboard, as it appeals to the eye, and brings to notice mistakes which are not made in the spoken language. If children were taught to use language, they need not be so confused when questioned by others, instead of by their regular teacher.

*Spelling.*—Spelling, like reading, to be of much value, should be introduced into all exercises, as it is by some of our teachers. Examination papers bring to light the fact that common words, employed by the teacher and scholars every day, when written, are misspelled. To spell scientific terms, and the hard words that were the delight of the old-fashioned spelling matches, is not so important as to be able to write correctly a letter, a composition, an examination paper, a note, draft, bill, check, receipt, etc. It is the every-day common words which require the most practice. If a teacher were required to teach a child to spell the 114,000 words of the English language, she might well despair.

There are only 1,500 words used by the masses of the people, and 500 are sufficient for the uneducated to express themselves. By a

judicious selection, and by special attention to the poor speller, and to those who attend school only a short time, there would not be so much bad spelling. The blackboard, here also, should be called into frequent use, as it appeals to the eye, and spelling is acquired by looking at a word and by becoming familiar with its form, rather than by repeating the letters. That which enters the brain through the medium of the eye is usually more definite than the knowledge acquired by any other senses.

*Free Text-Books.*—By a law enacted during the present session of the legislature any town is allowed to furnish its schools free text-books. This would render them free schools in every respect. I believe it is for the interest of every town to avail itself of the advantages afforded by this law, and without doubt in a few years this will be done. Wherever it has been done it is a most popular measure, as it is far cheaper than the present system. The following statements rest on the authority of the superintendent of schools of Lewiston Me., to whom I am indebted for these facts.

Towns can purchase books about forty per cent. cheaper than individuals, and the books can be used by successive classes, till they are worn out, so that the cost becomes not more than one-fourth what it is to citizens. These books will be much better cared for than at present, as teachers, parents and scholars are all responsible for their proper use.

Books can be changed and pupils transferred from one grade to another without that unjust criticism which it is apt to call forth now. Poor parents feel that a great load is taken from them, and their children will remain in school, especially in the High School, from which they are often kept on account of the expense. Books are always ready, and at the right time, whereas, with the present arrangement, time is lost at the beginning of every term before all are supplied.

Different text-books can be used in different grades, which often times is better than to keep the child poring over the same book for several years. The superintendent of Lewiston says:—

“Our first year’s supply, including everything, slates, paper, pencils, pens, so that no parent is called upon to furnish anything for use in schools, will not cost over \$2,500 for 3,000 pupils. We furnish a new set of readers and spellers throughout, allowing the scholars to retain their old books, when they have such as are suitable, but furnishing such as are needed in other branches. The system works admirably.

By our present method the town is called upon to appropriate some \$600, to be expended for indigent pupils.

*Superintendent.*—HORACE M. WILLARD.

## GROVELAND.

It is due to the child, to the teacher and to the community that the parent sees to it that the child is in his place in the school-room every day, and at the appointed time. Then a parent may very properly inquire whether a suitable teacher has been employed, and whether he is doing his work well. Let him visit the school himself, and confer with the teacher in regard to his child, in regard to his deportment, his punctuality, his progress in his studies, or anything else that may be for the child's good. When the interest of the parent is suitably manifested it awakens at once the interest both of the child and the teacher, and good will inevitably follow. But how different is this from the course of many parents. They commit their children to the care of one of whom they have little or no knowledge; they send them to school, and leave them there month after month, and year after year, and never go there themselves to see how the work, on which the welfare of their family depends, is going on; and then, perhaps, on the first whisper of complaint from their children, they permit them to absent themselves from school, and then murmur aloud their dissatisfaction, and spread the feeling of discontent through the community, and destroy the usefulness of the teacher. This is all wrong. Parents should consider the teacher as their coadjutor and friend in the education of their children, and should see to it that no time is lost by their absence and tardiness.

*School Committee.*—J. C. PAINE, J. L. WALES, DAN'L H. STICKNEY, ABEL STICKNEY, Z. C. WARDWELL. E. M. PRABODY.

## HAMILTON.

The school committee of the year 1869 adopted a set of rules for the administration of the schools, one of which was:—"Punctual and regular attendance shall be required of every scholar. Any one absent or tardy shall be required to present a written excuse from parent or guardian; and if any scholar shall be guilty of absence or tardiness for three times without such excuse, he shall be reported to the committee as guilty of disorderly conduct. No one shall be excused before the close of the session of school without such written excuse. All the written excuses shall be kept on file by the teacher for the inspection of the committee." This rule was not strictly enforced in the last year, but we would recommend that it be insisted on in the management of the school for the coming year.

*School Committee.*—DAN'L E. SAFFORD, JARVIS LAMSON, ASAHEL H. PATCH.

## HAVERHILL.

The High School has also experienced the evil of a change of principals. Mr. J. A. Shores, for sixteen years at its head, resigned his position during the summer vacation, to accept an appointment as principal of the Connecticut Literary Institution. It was impossible that a gentleman of such excellence of character and so eminent as a scholar, who had so long managed this school with marked success and to the almost unanimous satisfaction of the community, should withdraw therefrom without detriment to its interests, at least for a time. His departure was generally and deeply regretted; and the high estimation in which he was held and the regret at his removal will render more difficult the success of him who has taken the place thus vacated.

*Primary Schools.*—Nearly all of these schools are excessively crowded, which fact stands in the way of their successful management, as they are now constituted, and also of such arrangements as seem to the board to be very desirable. Almost every teacher has under her care and instruction more pupils than she can possibly well manage. This crowding is unjust and injurious both to teachers and pupils. It tends to destroy good order and harmony. It necessitates hasty and superficial instruction and discipline, and often leads to neglect and disaffection. In fact it gives rise to unnumbered evils.

No part of our school system is so important as this. It is fundamental to the whole. Success in the Primary department sends its propitious influence through to the other extremity. But teachers can not be expected to accomplish success while the circumstances which so deeply affect their schools tend powerfully to discourage and demoralize them.

*Evening School.*—An Evening School was kept in the hall of the Winter Street Grammar School-house during the winter, in charge of Mr. Bartlett, sub-master of the High School. It was well attended and successfully managed. The success of the experiment was such as to satisfy the committee that this school must be made a permanent institution, and should be liberally sustained. It has been re-opened with a larger number of pupils and under still more favorable auspices. The happiest results are now confidently looked for.

*Drawing School.*—As intimated in the last annual report of the committee, a Drawing School was under contemplation when the year opened. It was established January 24, and placed under the tuition of Mr. C. M. Damon, and continued for ten weeks, holding two sessions a week. In order to extend the advantages of this course of instruction to our teachers, and the better to prepare them for their service in their respective schools, conveyance was furnished to those

needing it, and all were required to attend the Drawing School. Including these the number of attendants was 117. This school was favored with a brief course of lectures on free-hand, and model and object drawing, by Mr. Walter Smith, State Director of Art Education, accompanied by an exhibition of a variety of models and specimens. Both the lectures and the exhibition were highly profitable and pleasing, and cannot fail to produce excellent results. Yet the committee still feel that much patient effort and hearty enthusiasm must be expended before drawing obtains its proper place in our Common-School education.

The aim and purpose of the board are to impart to every pupil the rudiments of the science of vocal music, and to add thereto as much training and culture of their vocal powers as may be found possible. Every teacher is required and expected to coöperate with the teacher of music in imparting this rudimental instruction in the principles and rules of the science, and no pupil is to be excused from these exercises, even though unable to sing. Unless this expectation is sustained, success will be sacrificed. To begin to make exceptional cases and excuse them will be an invitation to defeat. The sub-committee on music are firm in the conviction that excellent results have already been accomplished, and that, with the hearty coöperation of all concerned, the real difficulties will soon be passed, and the happiest consequences fully realized. But the teachers must do their part, and pupils must not be excused from theirs. This, like all other improvements in schools, can be consummated only by resolute, energetic action. And this will be insisted on.

*School Committee.*—GEO. W. BOSWORTH, W. H. SPENCER, B. A. SAWYER.

### IPSWICH.

The teachers' school registers show some improvement in regard to truancy and absenteeism, but there is room for much more and greater improvement. This subject of inconstant attendance and tardiness has been the chief burden of the school reports of this town for many years; it has been thoroughly discussed and its evils portrayed, but it is still a great hindrance to the highest welfare of our schools. We class these two evils among the worst enemies to the scholar and the severest trials of the teacher. No scholar can succeed who is habitually tardy or irregular in attendance at school.

We are pleased to note that some of our school registers show an improvement in regard to parents and friends visiting the schools. This subject has been repeatedly brought before the people, and we would urge its importance, for we know that the presence of familiar faces and the approbation of parents and friends (when it is deserving)



is an encouragement to both teacher and scholars. All good teachers desire it. It is the best place to make the acquaintance of the several teachers and witness their management and their manners and bearing toward the children under their charge. If no actual pleasure can be found in such visitations, it seems that a conscientious regard for the discharge of duty and a parental interest in the welfare of one's own children ought to make these visitations more frequent. The visits of the committee are liable to be regarded as simply an official duty; the visits of parents might naturally be considered as an expression of their love and high regard for the happiness and welfare of their children. A kind and loving word of encouragement, reproof or warning from parents could not but be salutary. Try it, parents; practise it often and you will find yourselves more and more interested in your schools than you have ever been before. Your committee, in their visits to the schools, on all convenient occasions endeavor to give to the children such advice, encouragement and instruction relating to their deportment, their morals and their studies, as the circumstances seem to require.

By the noble generosity of Joseph L. Ross, Esq., a native of Ipswich, now of Boston, the Central Primary School-room has been furnished with a complete set of furniture, of the latest and most approved pattern, style and finish, consisting of seventy-two desks, with chairs, two teacher's desks and chairs, six visitor's chairs, five settees, an elegant cabinet organ, a music stand, a set of Mason's music charts and a set of Philbrick's phonic reading charts, a beautiful book-case, a handsome record-book, and several boxes of crayons and pencils; also a beautiful slate tablet for each of the seventy-two desks,—the cost of the whole amounting to six hundred dollars, for which we ourselves and our constituents return our sincere thanks. This school-room may now be considered a model school-room as regards its appointments. This noble gift is highly appreciated by the town, and is a beautiful expression of the kindness and good-will which the donor entertained for the place of his birth and early education, and will be a lasting monument and a testimonial of the kindness of his heart, embalming his memory in the hearts of the rising generation, who will be made happy by this kind act, and who will rise up and call him "blessed." His example is worthy of imitation.

Vocal music has been practised to a limited extent in some of our schools for several years; although it is not generally ranked among our school studies, we should be glad to see it installed as a permanent branch of education, to be taught as a science and an art. Every child should be taught to sing. It is an art by which much can be done to soften the asperities of the temper, to cheer the heart, to elevate and refine the taste, and to bring the faculties into a condition

favorable to their best action. It is an art which deserves the attention and commendation of all educators of the young, and should be cultivated in every school. If begun in early childhood it will be ever after a source of enjoyment and a shield against those temptations which drag so many boys and young men down to degradation and ruin. It not only elevates and refines the taste, it also elevates and refines the soul. Training the voice in singing is a very good auxiliary to distinct articulation and modulation in reading. Other things being equal, we should much prefer teachers who can give instruction in the science and art of music.

*Grammar.*—In some of our schools this study has been successfully pursued and good progress been made. Teachers should call the attention of the pupils to the structure of sentences, the style of the different authors in the reading-books, the different use of words in different positions, and thus learn them to observe and note for themselves. If children heard and read correct language only, it would be perfectly easy and natural for them to use good language.

*School Committee.*—AARON COGSWELL, W. K. BELL, C. A. SAYWARD, Y. G. HURD.

#### LAWRENCE.

*St. Mary's Catholic Schools.*—At a meeting of the committee in March a motion was made "that this committee, having satisfied themselves of the qualifications of the teachers in St. Mary's Catholic Schools, do approve said teachers, that they may legally certify to the agents of the mills the attendance of pupils desiring employment." This motion was referred to a special committee, which reported at a subsequent meeting as follows:

"Your entire committee have spent one-half day, and the majority a day and a half, in the examination of said teachers and their modes of instruction in connection with their classes. They all belong to an order educated for teaching, and have been engaged in this employment for several years. Their instructions in reading, spelling, penmanship, the elements of arithmetic, geography and grammar, passed under our observation with a good degree of satisfaction.

"The law obviously contemplates the approval, by the school committee, of private teachers whose qualifications are found adequate; and your committee unanimously recommend the approval of the following persons, sisters of the order, viz:—Sisters Mary Genevieve, Gertrude, Melania, Mary Philomena, Angelique, Delphine, Mary of the Visitation, of the Girls' School; Sisters Mary Cammilla, Joseph Mary, Helena, Mary Louisa, of the Boys' School.

"Should the committee deem it proper to give their approval, as recommended, we also recommend that it be with the understanding that

said teachers adopt a form of certificate similar to that used by our Public-School teachers, and that, after signature by the teachers of the school attended by the pupil, the certificate be presented to the superintendent of Public Schools for approval, before being presented at the mills.

"We beg leave to suggest, in addition, in order that our approval may be perpetuated intelligently, that an acquaintance with these schools be hereafter maintained by occasional visitation, and to this end the Lady Superior, having the schools in charge, extends a courteous invitation to all the members of the school committee.

This report was unanimously adopted by the school committee at their regular meeting on the 27th of May.

*High School.*—The sub-committee on the High School, in connection with the principal, having revised the course of study in this school with a view to giving more attention to what are called the practical sciences, and also greater freedom in reference to elective studies, proposed to the general committee, in August, the following plan, which was adopted. By this plan, modified and improved from time to time as shall appear to be necessary, the committee hope to do something more than they have heretofore done towards preparing the graduates of this school for the varied industries of life, as well as for the higher institutions of learning.

*Course of Study.*—During the first three years: drawing, writing, composition, reading, declamation, botany. First six months of pupils entering in February: arithmetic, book-keeping, physical geography, grammar. Junior year: algebra, natural philosophy, Latin or French, Kerl's Rhetoric, Scott's Lady of the Lake. Middle year: Geometry, Latin or French, Worcester's General History, English literature or Greek, chemistry. Senior year: trigonometry and surveying, Latin or French, English literature or Greek, Worcester's General History, Astronomy seven months, Constitution of United States three months. Fourth year—advanced course: Greek, Latin, French, geology, natural history, surveying and civil engineering, English history and literature, botany, mental science. Students the fourth year take five of the studies prescribed, excepting those who are fitting for college, who need take only one beside Latin and Greek.

*Elective Studies.*—Students may elect studies, subject to the approval of the school committee, as follows:—Junior year: instead of Latin or French, students may take geometry. Middle year: instead of Latin or French, pupils who took geometry junior year may take trigonometry and surveying; pupils who did not take geometry the first year may take, instead of Latin or French, astronomy and constitution of United States. Senior year: instead of Latin or French, students may take mental science and English history and literature.

**P**ersons completing the fourth year's English course to be entitled to diplomas of the same grade as those now given to graduates in the classical department.

*Evening Schools.*—The present term of these schools commenced October 17, and there have thus far been thirty sessions of the boys' school and twenty-nine of the girls' school, from 7½ to 9 o'clock each.

In the boys' school the number present the first evening was 150; the largest number present on any evening has been 303; the smallest number (Hallowe'en), 85; the average attendance, 110; number of classes, 11; number of teachers, 12.

In the girls' school, the number present the first evening was 147; the largest number present, 273; the smallest number present, 44; the average attendance, 162; number of classes, 6; number of teachers, 7.

The teachers in these schools are, with one or two exceptions, also teachers in the Public Day-Schools. Although the labor has been found somewhat severe for these teachers, yet it is believed that no class of pupils in the city more require that teachers should be especially fitted for their work, than do these whose school-hours are so few and to them so important. Whatever the inexperienced or incompetent teacher may do elsewhere, these schools to be profitable must have teachers who possess not merely the will to do, but also the wisdom that quickly discerns the thing to be done and the best way to do it, and which sometimes come from experience and observation and sometimes seem to be natural gifts.

These schools are kept three evenings in a week, and will probably continue until the first of March. In no previous year has the attendance been more regular, or the progress made by a large number that are present nearly every evening more gratifying. The importance of these schools is not likely to be exaggerated in the public mind.

*Drawing.*—Drawing has been taught in all of the schools of the city for a little more than two years.

When it was introduced the teachers had received no special training in this branch of elementary education; many of them had very little taste for it, and had given no time to its practice. Yet it is so manifestly adapted to the profitable employment of little children, and so necessary in reference to almost all departments of honorable industry, that it has at once secured a permanent place among the branches that must be taught in the Public Schools.

The teachers have been quite successful in their commendable efforts to prepare themselves to teach this new branch of study. The drawing class for teachers, which is now pursuing its second term from the first of October to the first of March, is attended by most of the teachers in the employment of the city. It is the intention of the committee in reference to this, as in reference to all other branches of

learning, to employ no teachers in any of the schools of the city that are not qualified to teach in all the grades below the High School.

The class in mechanical drawing, which was opened in October, 1871, was continued until March, 1872. This class, although it was the first Evening School of the kind in the city, sent thirteen drawings to the first exhibition of work from the free industrial drawing classes of Massachusetts, held in Boston in May. The board of examiners appointed by the State Board of Education, say in their report:—

“The school at Lawrence sends thirteen drawings, chiefly mechanical drawings and projections. We gave the mark of excellence to one, and an honorable mention to four. Both schools show evidence of good and careful instruction, although within a limited field. The works specially distinguished by marks of approval deserve high praise.”

According to this report the drawings sent from Lawrence compare favorably with those sent from other places, excepting Boston, which had much greater facilities and furnished nearly half of the drawings exhibited.

Two classes in mechanical drawing were formed the 10th of November, the present year, under the care of Mr. Herbert S. Rice, a graduate of the Technical Institute at Worcester, Mass., whose qualifications as a scholar, and whose success as a teacher of drawing, as well as of practical chemistry and other branches taught by him in the High School, seem fully established. One of these classes is an advanced class, made up in part from the class of 1871-2, and has thus far averaged an attendance of about eighteen each evening. The other is a class of beginners, with an average attendance of twenty-five. Each class meets two evenings in a week, and most of the members are present at every exercise. The interest manifested and the progress made are good.

This is practical education, and those who improve the advantages here offered cannot fail to be benefited thereby.

Let the schools be judged according to the good they have accomplished, not according to the imperfections that remain. If any would find fault, let them visit the schools more; let them observe and reflect upon the labor that is to be performed and the many difficulties and perplexities that surround the position of a teacher; let them consider the many sides that are presented to the questions continually arising before the school committee; and then, after having considered all these varied and often conflicting interests that must be considered, if they can see clearly any better way, let them kindly suggest it to those in charge of our schools, who make no claim to perfection and who are always desiring to make the privileges of to-morrow better than those of to-day.

*Superintendent of Schools.*—G. E. Hood.

## LYNN.

*Progress, Condition and Prospects.*—In view of the generous provision made by our city and by the State for public instruction, it may be pertinent to our object to inquire what results have been reached and what obstacles are still to be removed.

1. The "District School as it was," with all its memories of joy and pain, has been transferred to the hidden glooms of the Middle States. We have discarded the practice of "boarding round," to give to the teacher an interior view of the mysteries of the spare room and of the best "china," of the comparative merits of the housewifery of the families in the district; when, as an offset to their hospitality, the teacher could do no less than talk politics with the goodman, accompany the songs of the young ladies with the flute or violin, and "do sums" for the boys. The amusements of the evening shaped or dissipated the thoughts of the teacher each successive day, and in the same proportion the interests of the school were sacrificed. But this primitive custom has shared the fate of the venerable school-house, with its rude, battered and carved furniture; and the teachers of New England have emerged from this state of semi-pauperism; spared the duty of evening service at the homes of the parents, they now have the opportunity for self-improvement and a higher preparation for the duties of their calling.

2. We have improved the character of the text-books and the method of teaching.

The single copy of Pike's or Walsh's Arithmetic, carefully monopolized by the teacher, from which at stated times he read the question to be solved, and deliberately doled out the mysterious words that formed a sentence, technically styled "a rule," has yielded to a host of analytical manuals for the pupil's guidance, the teacher's tongue transformed to printer's type; and on the blackboard, in presence of the teacher and the class, at the appointed hour each member of the class is prepared to evolve the principles of the work required. Of old, the teacher's voice, emphasized by slate and pencil alone, conveyed instruction to those who failed to get the answer by the rule. Now, the skilful teacher has every principle in the lesson displayed in the view of all, the style of treatment by each recitation, and the arrangement and execution of the work made the topics of criticism and discussion. He believes that a pupil may know when he cannot do, but what he can do he always knows.

3. We have effected a more accurate classification of the pupils.

This result has been reached by borrowing from the manufacturer

his method, styled "the division of labor," in which the effort of each operative is limited to a minute portion of the product.

As amorphous lumps of brass and steel in a Waltham factory, drawn, rolled, filed, polished and fitted by cunning machines and the more cunning fingers of a small regiment of men and women, each intent on one part, yet contributing to the grand result, issue at length from the active discipline as the Waltham watch, so from the little child with its letter blocks in the lower Primary, to the youth with his parchment in the High School, every teacher has a limited sphere that the concentration of effort may secure a more perfect execution of the task assigned.

As in the factory, the failure in skill or fidelity of an operative entails the evil on all succeeding stages and vitiates the final result, so in some degree, in any grade of our schools, may the success of individuals or of classes be marred by the neglect or ignorance of one not apt to teach. But, on the whole, the concentration of the teacher's energy on special topics secures the best results.

4. We have adopted measures to contribute to an improved physical culture.

The teachers of the past seemed scarcely to recognize in their pupils the existence of a physical system, except in an objective capacity as the avenue of mental and moral discipline. A calisthenic exercise would have been, in their view, a violation of good order, the encouragement of a practice calculated to foster habits of restlessness; the ventilation of the school-room a lavish waste of fuel; the adaptation of desks to the stature and the shape of the body, the inculcation of habits of effeminacy. Exposure to snowy, wet and cold weather, with insufficient clothing, they regarded only as a reasonable expenditure of present comfort in the purchase of vigorous health.

Better counsels now prevail. We include young children in the same category as young chickens and plants, which on account of their tender age and condition we cherish with greater care. Hence in ventilation, in seating, in protracted recesses and vacations, in wholesome recreation, we have adopted the means that seem most likely to unite the sound mind with the sound body.

5. The qualifications of teachers have been improved.

If the overweening estimate of his native genius leads a person to enter on the practice of either of the other professions without due study and preparation, we do not hesitate to characterize such rashness as it deserves. We may assent to his views till he goes beyond the scope of our own knowledge, but decline to yield our faith to a dogma resting alone on his authority.

But we sometimes entrust our children to the instruction and management of persons who have made no special preparation for the

duties of the office, have no special bias for the occupation, except as giving them a fair social standing and yielding a generous income. This is perhaps one of the greatest obstacles to the improvement of the teacher's profession. Who would spend years and substance for the attainment of knowledge to enable him to bless with instruction some Public School, when no preference is shown him on that account?

Schools for the education and training of teachers should be so conducted as to give to their graduates the highest claim to our respect and confidence.

But it is highly important that our school committee discourage the application for schools of persons who have made no sacrifice of time or study to prepare themselves for the high vocation.

If we would present to our pupils the best incentives for faithful, prolonged and unremitting exertions in the execution of the duties of the school-room, we must be able to assure them that we have furnished them a model in the character of their teacher. This object may be effected by frequent attendance on the exercises, and consultation of the records of our Normal and Training Schools. Year by year the teachers and the pupils of those schools are growing wiser, and the result of their efforts has been manifested in the smaller number of failures of their graduates on trial in the school-room, than when even the teachers of those schools themselves were novices in the profession.

6. The "friends of universal education" comprise all classes and grades of society with only individual exceptions.

We have then but to determine what we ought to attempt in the cause, and decide on the measures to be taken to secure success, and a vast majority are pledged to render their assistance. But though we pile statute upon statute to accomplish the desired result, we look not for perfect success. To acknowledge the value of an institution, and to favor the enactment of a beneficent statute, are very different from incurring sacrifices in conformity with their requirements. The habit of passive assent to the truth and justice of a measure of public policy, unaccompanied by active effort for its promotion, is the most insidious enemy to its successful adoption. Argument and persuasion are powerless, for all classes are professedly convinced of its expediency. But the conviction is by no means a personal monitor. It is one of those "glittering generalities" used as the garb of high moral maxims, which are expected by many to save the world by atmospheric impulse and contagion, rather than by individual effort and action.

Still a vast majority of the more intelligent of all classes may be implicitly relied on for the promotion of all judicious measures for the attainment of the great object of Public Schools, the improvement of



the intellects, the manners and the morals of each passing generation.

*Obstacles.*—The friends and advocates of free schools have spoken, printed, lectured and sung, all the arguments incentive to thoughtful or sentimental minds, and have proved their sincerity by their works.

Still all this argument and the lavish expenditures in vindication of its sincerity and justice, fail to obtain from all a prompt compliance with the provisions requisite to secure the proffered benefits.

The sacrifice of the time and expense of the maintenance of their children at school is greater than a large number of parents are disposed to incur.

The complaint of non-attendance at the schools is by no means limited in place or time. The school reports from other parts of the Union lament its prevalence in despite of all efforts for its prevention.

Our school statutes have the appearance of the keen-edged blade, but it is left to repose in its sheath; for no official feels authorized, or rather compelled, under penalty, to draw and test its quality. The town or city is empowered to make its own by-laws regulating school attendance and truancy, and appoint at annual meetings, or by the agency of mayor and aldermen, three or more persons, who alone shall be authorized, in case of the violation of such by-laws, to make the complaint and carry into execution the judgments thereon.

The agents to investigate and prosecute for violation of the laws are to be appointed by their own neighbors to prosecute other neighbors, and all are aware of the influences that, under these circumstances, are wont to paralyze the arm of power. They know their condition.

Compulsory laws are powerless to secure the attendance at school of children destitute of or limited in the means of comfort or subsistence. School-houses, books, apparatus, teachers, are provided, but the homeless, shoeless pauper, and the large family with small means are excluded by the stern statute of necessity from a share in the privileges offered.

It is the fear of violating the laws of necessity and the reluctance to contribute to the relief of those under their rule that prevent more stringent action. We hesitate to interpose between the parent and child; for we require the former to support the latter, and can do less than leave him to act in freedom. But may we not in free America do as much at least to relieve distress as is done in Germany? a description of his visit to a German school, Mr. Kay says:—

“On arriving at one of the towns I engaged a poor man as guide. I asked him to take me to some of the worst schools. He answered me, ‘Sir, we have no bad schools here: all are good.’ Well, take me to the worst you know. He answered again, ‘I don’t know any

ones, but will take you to where my children go.' It was a lofty and handsome building, five stories high and sixty feet broad. The children were so clean and respectably dressed that I could not believe they were the children of poor persons. I expressed my doubt to my guide. His answer was, 'My children are here, sir;' and then, turning to the teacher, requested him to tell me who were the parents of the children present. The teacher made the children stand up one after another and tell me who their parents were. From them I learned that two were the sons of Counts, one of a physician, one of an officer of the royal household, one of a porter, and others of mechanics, artisans and laborers who were too poor to pay for their children's education, and whose children were clothed and educated at the expense of the town. In their manners, dress, cleanliness and appearance, I could discern no striking difference."

But such results are not reached without constant vigilance, and, in the most obstinate cases, the application of stringent measures.

Says General Hazen, in his "The School and the Army":—

"Communities often punish, by parish labor, failure to send children to school, and with a result greatly superior to that obtained by fines and imprisonment. A report upon this subject says, very wisely:— 'The most effectual means of making children attend regularly is the way in which the master treats them. If he understands the art of making children feel it pleasant to be at school, the desire to come there becomes a motive too powerful for the parents to be able to resist.'"

Here then we have the compulsory laws, penalties, incentives and results. These laws have been in force since 1573, at which date they were enacted in Brandenburg, and since that time by other States of the Confederation, variously modified by the experience of actual trial.

Again we quote from General Hazen:—

"In Saxony the number of years of compulsory instruction is eight, and for each day missed a day is added, which must be made up before the parent can have control of his child's time. This seems to have worked better than the system of fines."

We note in the foregoing extracts the Prussian policy of compelling parents by fines, imprisonment and labor, and of attracting the children by furnishing clean and appropriate garments and kind and pleasant treatment. So strong is the disgust of people of taste to filth and rags, that it seems impossible for a dirty and ragged child to secure its own self-respect or the love and kindness of the teacher and associates in school. Most wisely, therefore, has Germany provided the means of transforming the child from its condition of filth and degradation to a condition of neatness and wholesome respectability.

If German authorities, parsimonious as they are reputed to be, furnish garments for their poor, we ought to do that and more. It is vain to declare that parents, if they will, can support their children at school. Look at the dwellings of some of our school children; question the parents on their means of living; note the dirt and disorder, and hear the sharp language and see the hasty blow for the commission of a little fault—the unnatural atmosphere of the child's whole life. The family have grown up in the midst of an intelligent population, yet are they ignorant; surrounded by the abodes of the wealthy, yet are they poor; they have listened to accents of kindness and charity, but the memory of them has been drowned in the harsher tones of reproving anger. What they need is constant encouragement and kindness. They are willing to run the race of life, but they are too heavily weighted for a fair trial. No man has done more for them than exhort them to be good, to do good and to suffer patiently. They tried the two former, perhaps for a week without result, and the last is theirs by compulsion. If the children of such families, from their daily tasks at school, neat, smiling and happy, could likewise bring home some substantial reward for punctuality, correct deportment or remarkable diligence, it would shed a ray of comfort over the disheartened inmates and quicken them to active exertion in a similar course.

To obtain the free, prompt and hearty consent of any party to carry out any measure, it is necessary to make it sufficiently his interest to do so. If we desire a compliance of these delinquents with the prevailing requirements of the State and of the age, it will be necessary to do more than display the benefit to their children in future years. They may yield to a prospect of a present gain. A garment or two furnished to their children, or a dollar or two bestowed as a reward for merit in attendance or punctuality, secured in a savings bank, when united with the prospect of future benefits, turn the scale against the temptation of three dollars a week's wages.

*Evening Schools.*—In consequence of the greatly diminished attendance, the schools which were opened Oct. 30, 1871, were rather prematurely closed Feb. 16, 1872. They were re-opened in all the wards but the second, and the large number who presented themselves to enter on the studies pursued, gave good evidence of the general prevalence of a desire, honest we believe in most, earnest in some cases, to supply the deficiencies of early education by a resort to Evening School.

Instances are not rare of diligence, punctuality and exemplary devotion to the duties of the hour. In view of such cases, we are encouraged in our estimate of the benefits by these schools conferred.

We are apt to think it passing strange that a person of good cap-

ity, in this enlightened age, should have arrived at maturity without some knowledge of the elements of reading and writing, and that he should at this school manifest a zeal and industry which, if indulged at his leisure hours of ordinary life, would long since have revealed the mysteries he is now so eager to explore. This thought is the result of a survey of the situation from our own, not his, stand-point.

But if we can "put ourselves in his place," not for a day, but from his birth, if we can imagine the associations of his home, the dearth of example and instruction, even of physical comfort, the stolid resignation to their hard fate, the daily privations and the forlorn future, the contagion of ignorance, and the need of every wakeful hour for the performance of the task of earning sufficient for the support of another day's existence, we shall cease to wonder at the natural result of circumstances so depressing. That out from such darkness he can resolve to take the first step, and, joining the ranks of childhood, pursue the same course for the accomplishment of his purpose, affords a specimen of earnest resolve which goes far to justify the establishment of the Evening School.

Although much good has resulted from the instruction furnished in these schools, great effort is required to draw and to hold within the sphere of their usefulness those for whom they are especially established.

*Industrial Drawing School.*—This school was reopened Oct. 6th, under the instruction of Mr. W. R. Curtis, of the Boston School of Technology. The number of pupils on the register was fifty, of whom those who found the study and practice of the art too arduous and requiring more time than they could afford, retired, leaving about half the number to reap the benefits offered in the instruction provided. Of the class formed in 1871, the number who continued till the close of the term was less than one-third of the registered number. Twenty pupils furnished drawings for the exhibition of Industrial Specimens of Drawing at the Horticultural Hall in Boston, and of these, four received honorable testimonials of their skill and proficiency.

Could our ladies and gentlemen duly appreciate the value of the course of lessons in this school provided, the classes would annually increase in number, and the benefits and advantages so highly prized in the schools of Europe and of some of the cities in our land would be secured by ourselves.

*Dedication of the Ingalls School Building.*—Mr. W. P. Sargent, secretary of the school committee, delivered the following interesting historical address, sketching the progress of the educational interests of the city:—

*Mr. Mayor and Friends of Education:*—We have met to-day to dedicate this stately structure, which is to be devoted to the highest

and noblest purposes. This edifice is for the accommodation of a free Common School ; and when we reflect that our Public Schools lie at the base of what is most valuable in New England character, and because we believe that upon these we must rely for the preservation and elevation of the moral and intellectual condition of our people, a brief history of their progress in our own town and in this immediate neighborhood may not be inappropriate, and perhaps not altogether uninteresting. In doing this we may justly pay tribute to our fathers, who have long since rested from their labors. In this cursory and brief historical review you will observe the reason why this was called the Ingalls School.

A little band, consisting of five men with their families, probably numbering twenty persons, commenced the first settlement in the wilderness of Lynn. These five settlers were Edmund Ingalls, a farmer ; his brother, Francis Ingalls, the first tanner in New England ; John Wood, a farmer ; William Wood, the author of "New England's Prospect," containing an interesting and favorable account of the early settlements. From this same Wood was derived the name which this section of the city now bears. The fifth of the early settlers was William Dixey, who located in Saugus. The Ingalls and the Wood families, on arriving from Salem, did not make their settlement on Sagamore Hill, because the Indians were in possession of that ; they did not make their settlement where the Common now is, because that was a forest ; but they selected a "faire playne," as they termed it, which was something less than half a mile in extent, upon which they built their humble abodes and lived in peaceful possession of them.

From the Ingalls families mentioned above this school derives its name. Both the Ingalls and the Wood families resided almost within hearing of my voice, and the ground on which this edifice stands was included within the land grants originally made to these early settlers. The education of the children of these first white inhabitants of the soil was a matter of convenience rather than of accomplishment. In clearing the forest and obtaining the necessities of life, they could afford to have their children spend but little time in study ; so that during a month or two in winter they received instruction from the minister, as was the custom, this being their chief opportunity for receiving the help of a teacher. As a consequence of this, the children succeeding the early settlers, from 1650 to 1790, for nearly a century and a half, had less favorable opportunities than the original settlers themselves.

In 1713 there was a Grammar School—so called because Latin was taught in it. The other studies were reading, writing and ciphering—English grammar was left out, and it was not generally taught until long time after this period. At this time no spelling-book was used.

each pupil spelling according to his own fancy, his only aim being to combine letters in order as nearly as possible to produce the sound of the word; no arithmetic was used, but the master wrote the problems on the slate. The Bible alone was the text-book in reading. Later, in 1720, the Grammar School was kept in four places, namely, on the Common, at Woodend, in the West Parish and in the North Parish. By this we are not to suppose that there were four schools, but that there was one school kept in turn, a part of the time in each of these four places. Still later, in 1728, a school-house was built on Laighton's Lane, now called Franklin Street. This, probably, was the first Public School-house built in Lynn. Three years after this the school building was moved to Water Hill, which was then the most populous part of the town. In 1752 the building was moved back to its former site in Franklin Street, indicating an increase of population eastward. Two months later the building was again removed to the eastern part of the Common, opposite what is now Blossom Street.

In this connection an interesting fact presents itself, that from 1728 to 1794, for a period of sixty-six years, this was the only Public-School building in the town which provided for the accommodation of all the pupils within the present territorial limits of Lynn, Nahant and Swampscott. There are living at present only two\* of those who were pupils in the school at that early date, and they have long been prominent and esteemed fellow-citizens. Perhaps it may be well to remark, that one of them informs us that the attendance of females at this time was very small; for he says that only three attended the school, and they came only in the afternoon, to learn to write. The maximum attendance of the school was from twenty to twenty-four; but an attendance of twenty pupils was considered a large school.

This school building, having served out its usefulness, was sold for sixteen pounds, because the town at this time decided that it was necessary to have two school-houses—one to be located in the westerly section, the other in the easterly section. A few individuals, anticipating the educational wants of the town, built a school-house, which was subsequently purchased by the town for five hundred dollars, it having been previously ascertained that the school-house cost one hundred and eighty pounds, exclusive of shovel, tongs, desk, chairs and inkstands. This latter enumeration shows what value they set upon what seems to us of little account. This building was located at the westerly end of the Common, for the accommodation of that part of the town. A similar school building was constructed on Chestnut Street, at the junction of what is now called Collins Street. Within its walls instruction was provided for all pupils within the territory north-east of Market and Franklin Streets, including said

\* Benjamin Mudge and Paul Newhall.

streets, Nahant and Swampscott. The estimated cost of this new building was from three hundred and fifty to four hundred dollars. For a faithful portraiture of this type of houses I would refer you to Warren Burton's graphic description of the "District School as it Was," in which he has accurately and humorously delineated its appearance in every particular.

Such, then, was the generous provision made for the education of the pupils throughout the town. We will now confine our remarks to the Woodend district. This district in a few years had considerably increased its population, and therefore needed larger quarters. In 1817 the old school-house was sold, and the town voted a gratuity of one hundred dollars and a few rods of land adjoining the old lot, in order to purchase a new one, which is the present site of the engine house on Chestnut Street. The school committee's report of 1818 contains the following:—"The committee were peculiarly gratified in witnessing the erection of the new school-house in Woodend. From the smallness of the old house the scholars were generally crowded, which operated as a serious check against their progress in learning. This obstacle is happily removed, and the pupils are so well accommodated in the new house that they evidently improve." The school committee's report of 1840, alluding to the same school-house, furnishes the following:—"The school-house your committee believe is altogether too small for the health and convenience of the school kept in it, and is the worst in town." In consequence of the increasing demand, and the progressive idea of what a school-house should be, in 1842 it was voted to build a new school-house in the second ward, now termed the third. An appropriation of one thousand dollars was made therefor, in addition to the proceeds from the sale of the old house and lot. This new house was built on the Howard-Street lot, then a portion of a large, open field, accessible by a narrow lane. This was the first brick school-house built in the town, and was considered by far the best building erected within its limits. Having done good service for fourteen years, it was consumed by fire May 15, 1856. The ward having outgrown their Grammar-School accommodations, a new, large and commodious building was provided and dedicated October 29, 1851, but was reduced to ashes January 21, 1859. This building was located on the site of the present school-house on Parrott Street. The brick structure which rose above its ashes was dedicated February 8, 1860. It was modern in its style, and much more commodious and convenient for school purposes than any of its predecessors.

These various modern school buildings showed constant improvements in school architecture, and seemed to have been designed by those who grew wiser in respect to the requirements of a school-room,

**and** manifested more thoughtfulness in their regard for the convenience, comfort and health of the pupils. But we are not to stop **here**; population increased, and with it the demand for more school **room**. A realization of our necessities and a true appreciation of the **worth** of our schools secured and appropriation for the erection of this **temple** of learning in which we are gathered to-day. Contrast this **beautiful** building of brick and stone with the school-houses of thirty **years** ago—yes, and with those constructed more recently than that. **Then** they were built in the old style, very inconvenient, for the most **part**, with very poor ventilation, and the rooms wanting in neatness. **It** was a subject of frequent complaint that the seats were too high—**“too high,”** said the visitor in one case, **“for a man of six feet.”** In **many** of the schools a considerable number were crowded into the **same** seat, and commonly those seated beyond the entrance had no **means** of getting to their seats but by climbing over those already **seated**, to the total disregard of all cleanliness. Desks were so high, **in** some instances, that instead of the elbow resting to assist the hand **in** guiding the pen, the whole arm was necessarily stretched out, otherwise they must write rather by guess than by sight, unless some one **had** the good fortune to be near-sighted, and from this defect succeeded **in** seeing his work. Such school-houses could not be pleasant places **of** resort or study, and they were not likely to inspire a respect for **education** or a desire to enjoy and improve its advantages. The school-house was, in general, comfortless, inconvenient and repulsive; the **tasks** imposed within it the pupil dreaded; and when the school was **ended** he took leave of it with hasty steps, as from a prison, from **which** he was extremely happy to escape. What a contrast to the **building** within whose walls we now are! This temple of learning **indicates** the regard which its builders and guardians have for the **object** to which they have devoted it, and they are manifestly in the **possession** of the thought that the condition and aspect of a school **building** are inseparably associated in a child's mind with his early **school** days, and his first thoughts about education.

Our Common Schools encourage no invidious distinction between the **rich** and **poor**. This distinction is out of place everywhere, and **especially** in our own country, where in after-life the pupils will have **to** meet on the broad field of free and equal competition. Give them **the** rudiments of a good English education, and imbue their minds **with** a spirit of activity and of liberal inquiry, and they will gladly **avail** themselves of every opportunity for self-cultivation. There is **an** intimate connection between the Common Schools and the progress **of** civilization. The blessings of civilization have failed for many **ages** to reach the great mass of mankind, simply because they have **been** left to grovel in ignorance and mental debasement. That all



may have a part in the blessings of civilization, all must be educated, and education can be made universal only in Common Schools. Through these we can reach the greater part of our people at that period in life when impressions are deepest and most lasting, and when they are to acquire the rudiments of knowledge that they may be qualified to act as upright and intelligent citizens. Such schools, therefore, ought to be agreeable places of resort, where the associations with study may be pleasant, without injury to health and vigor of body.

I congratulate the parents of the pupils of this school upon being so highly favored with such school accommodations as these; and in behalf of the fathers and mothers we acknowledge a debt of gratitude for the large and generous views of public policy which have furnished us this excellent building. This new internal arrangement of school-rooms will render the labor of the teacher more efficient. This is of priceless value; for the work committed to the teachers of this school is of no ordinary importance; their services will be felt throughout the future. It is their mission to direct the thoughts of children, and to inspire them with noble aspirations for excellence. Soon these pupils will become men and women. They will go forth from these walls to engage in their several callings. They will soon enter the workshops, the fields, the marts of trade, the halls of legislation, the pulpit, the chair of the teacher and the ranks of literature. Such are the positions to be filled in the future by the pupils of this school. Upon these teachers rests the responsibility of furnishing the means for acquiring knowledge and for assisting these pupils in the development of their various faculties, in order that they may be prepared for a proper discharge of their duties in life. To this work the building is henceforth to be devoted, and we believe that the labors of those who are to be invested with authority within these walls will work out still better results in the future.

*For the Committee.*—JACOB BATCHELDER, *Chairman.*

#### LYNNFIELD.

We congratulate the town that, though in the county it is the smallest but two in population, and the lowest but four in valuation, yet eight of her daughters, graduates of the State Normal School, Salem have been employed as teachers the past year, and five more are now in the said Normal School, pursuing a course of preparation for teaching.

*School Committee.*—JACOB HOOD, ALBERT MANSFIELD, EMILY P. CONNY.

## MANCHESTER.

One fault too common among teachers is what may well be called a routine method of instruction, or giving out questions and hearing the pupil give a more or less animated answer, which he has committed to memory; and if this is given verbally correct, and with a certain degree of promptness, it is all that is required, and this is often commended as in the highest degree worthy of imitation, and as a true type of successful instruction and a model for others. Some flatter themselves that because they succeed in obtaining ready answers to the questions of the lesson (so called), in a prompt and uniform manner, they have not only done a commendable work, but have done their work in the best possible manner, and are above criticism. Their way is to assign a lesson, or give certain questions, the answers to which are committed to memory; they hear the pupil repeat the answers to these questions as they give them out, and this is the whole of the recitation. This may be better than many do, but should not be taken as an example; the desired results do not follow, and no true instructor will be satisfied to pursue such a course. The most important part of an instructor's work should be done before recitation, or, at least, the "hearing the lesson" should not, as is often the case, be the first and last thought the teacher gives to the subject, without illustration or explanation.

The education of the child is more dependent upon the parent than on any teacher, because the parent's influence and instruction begin in infancy, and are almost continually operating, for good or ill, till maturity, or until circumstances separate them; but the child comes under the influence of the teacher when five or six years of age, and under the control of the teacher only six or seven hours in a day. A small part only of the real education of a child can be delegated by the parents to another, and then they are by no means absolved from the responsibility, unless the whole control of the child is conveyed to another. Still comparatively few are aware in how large a degree they are responsible for the success or failure of their children in school. But every teacher of any considerable experience and discernment very soon learns to estimate at the proper value the parent's influence on his child. It is a fact easy of demonstration that, other things being equal, the children of those families in which the parents manifest the deepest interest are the best scholars, and are the most easily managed in the school-room. If this is the case, not only duty but interest suggests the propriety and wisdom of parents carefully watching the course of their children in school, and doing all that is possible to promote their welfare and success in their studies.

Comparatively few realize how short a time a great majority of children remain in school. Only a small number as compared with the whole continue long enough to complete, or even gain a fair knowledge of what are called the "common branches"—arithmetic, geography and grammar. This being so, it seems the part of wisdom to give them such studies as will tend most to their future usefulness, and best enable them to perform the practical duties of life. But this is not only an important question—it is by no means an easy one to answer to the satisfaction of all; and it is difficult to say in advance how much time should be devoted to the simple rules or studies. Is it not desirable that the pupil should know something of natural science as well as geography? Are there not many principles of philosophy and chemistry of as much consequence to most persons as many of the rules of arithmetic? Some of these are of a practical character, and as such should not be neglected or lightly passed over; but we believe that a little time might well be taken from the eight or nine years usually spent in arithmetic, or from the six or eight years devoted to geography, and wisely employed in the consideration of some of the physical sciences or other interesting and useful studies. There is no doubt force as well as plausibility in the oft-heard argument in favor of being thorough in the common branches, and going over no more than can be done well. But this, if literally carried out would with most amount to prohibition as far as any except the common branches are concerned. But we believe there is much in our text-books on geography and arithmetic that can as well be dispensed with in a practical view as many studies which are now left out of our Common-School course.

*School Committee.*—GEORGE A. PRIEST, CHARLES FITZ, JOHN PRICE.

### MARBLEHEAD.

The Public Schools of Marblehead deserve the earnest and active support of our citizens, and we are pleased to record the fact that while the work in these schools has satisfactorily progressed, our people have manifested an increasing personal interest and watchfulness. Never before has there been such full attendance on the examinations, and your committee have been impressed with the fact that a larger room than is now at their command for the annual examinations, especially of the larger schools, would be a very great convenience and advantage.

While the improvements made in a single year may not be noted by the public, the advances made by our schools in longer periods can be and are plainly seen by the most casual observers. It is for the school committee, whose special criticism is constantly invoked, and

whose duty and privilege it is to mark closely the every-day work of our schools, to render the judgment, whether upon the whole an advance has been made or not.

We can, therefore, record the statement that the past year has amply rewarded the superintendence freely given, and adequately recompensed the town for its expenditures in this behalf. The day has not yet come when Marblehead can make an outlay for public education equal to that of many other richer towns and cities, but the signs of its coming are plainly seen and hailed by our people, when the improvements in progress are completed, and we are enabled by our great natural advantages of position and accessibility to invite new industries, and attract the seekers for health, business and true pleasure to come and abide with us. For that day there can be no better preparation than to make our schools more and more efficient; to have them such institutions as the people shall cherish with pride and support with liberality; to make them, in brief, the guaranty of present and prospective growth and prosperity. This is the aim of your committee. The scriptural injunction, "Ye that are strong ought to bear the burdens of the weak," we interpret to include the democratic idea that the property of the community should educate the intellect of the community, and that while such education shall not be partisan and sectarian, showy and hollow, it shall be broad, substantial and thorough. Every child in the State has a right to the best education it can appropriate and the State can give, and it should be as free as sunlight, water and air. Without a general diffusion of knowledge and instruction, vitality ceases from the public pulse, business stagnates, enterprise is checked, the elective franchise becomes a sham, and free elections exist only in name—"freedom to sell one's vote to the highest bidder."

We fear that there are some children in the town who, by being kept out of our schools, are defrauded of this great right through the ignorance or cupidity of parents and guardians, and when these neglect the performance of this sacred duty there should be some compulsory attendance statute that will aid the committee in protecting these little ones against ignorance and its attendants, idleness, degradation and crime. We earnestly hope the State will soon supply the needful authority by making it a penal offence to deprive any child of the Commonwealth of a good English education. Meanwhile, may every citizen who knows of such cases report them to the committee, that they may use the authority they already have under existing laws; and not alone in the case of these neglected ones, but wherever and whenever any matter that pertains to our Public Schools seems disjointed and inefficient, the citizen can render no higher service than by acquainting the committee at once with the grievance and invoking their active

and earnest attention to the deficiency ; for it will be apparent to every one who reflects that no board of school committee can see and know all that affects our schools for evil. They render glad and gratuitous service, but are all painfully aware that due attention to their own business and family cares will not leave them the time to do all that should be done in the matters of superintendence and personal oversight.

In the Gerry and Sewall Grammar Schools upwards of 160 girls are prepared for advancement to the High School, and to become influential for the social well-being of the community. They are as well taught in every respect as are the boys of the town, and this is a small praise. Unless they are of less account in respect of sex, we see no good reason why the teachers of these two schools should not be better recompensed than they are. We believe in woman's influence in the church, in society and the state to be as precious as abiding as man's ; and why should not her labor be more adequate and equitably remunerated ? These two schools, as has just been said, educate an average of 160 yearly, and cost the town \$1,750 for salaries. And when we say that, for the work done and results accomplished, the pay is far below what the same work costs elsewhere, we say what any intelligent man can prove for himself by a careful study of statistics of other towns, with whose schools ours compare favorably. It is our ambition to have as good schools as can be found elsewhere ; could we make them the best, we should deem it our duty to do so. The brain of Marblehead will prove itself equal to that of any other town or city if it can have a fair chance, and we are bound to give it every aid for development and culture. Exercises receive attention in these schools, for which in the other leading towns of the State special teachers are employed. Here all is done by the same teachers, at the imminent risk of impaired health, as we have had occasion to see and lament in more than one instance.

*Primary Schools.*—In these humble yet most important schools usually commenced the mental training of our children. Yet there are a few parents who realize that "impressions before letters" may be made on the minds of children, and that like such impressions made by the engraver, are most precious. Such parents do a most beneficent work for their children, as well as for our schools, by conscientiously attending to this duty at home. Such children upon becoming members of a school are far less difficult to govern and teach. We have advanced the age at which children shall be admitted from five to six years. We shall gain in two ways by this arrangement ; the immediate result will be to reduce the Primary Schools in size, all of which are now from one-fourth to one-third too large. The more remote benefit will be in securing in new members a better preparation.

tion. The old notion that "anybody can teach a Primary School," so false and pernicious, is exploded. Culture and character are indispensable requirements, and to these must be added a natural aptitude or tact for imparting instruction, and gently drawing the mind of the child by all that is highest and best in woman's nature to the processes of thought and study. These schools lie at the very foundation of our educational system. Faults of teaching and deficiencies in the mental and moral organization of a young child must here be overcome, or they will reappear in succeeding stages of school life, and show like ugly scars afterwards in the matured life of the community.

*School Government and Discipline.*—While the laws of the Commonwealth do not prohibit the infliction of corporal punishment in the Common Schools, we have heretofore insisted and do now insist that it shall be the exceptional method in the discipline of the Marblehead schools, and not the rule. The power of appeals to the better nature of children is very great, and when enforced by the constant example of the teacher's higher nature in kind and gentle words and actions, will rarely fail to secure a satisfactory discipline; while it must be obvious to all that the reverse of this method puts the child and the teacher apart, sets up a barrier in many instances that is never passed, and prevents that intimate intercourse so essential as a power in instructing the young. Some of our schools are governed without a blow from the beginning to the close of the year: they are, it is true, the female schools; but does human nature differ so widely in the sexes? In these schools we witness what should always be seen between every pupil and the teacher, a true and cordial friendship and confidence between teacher and taught. Who can estimate this power aright? We are not prepared to say that there may not be cases in some of the schools where mild measures will occasionally fail, and as they must be controlled before instruction can be efficiently given, the harsher methods sometimes seem the only ones to be used. Yet we must repeat what we have said in former reports, that we distrust the quality of that obedience which is secured by force alone.

*School Committee.*—W. B. BROWN, WILLIAM H. COATES, THOMAS FOSS, JAMES B. BATCHELLER, JAMES J. H. GREGORY, S. P. HATHAWAY, JR., N. P. SANBORN, WILLIAM GILLEY, JR., STEPHEN HATHAWAY.

## METHUEN.

In most instances of aggravated disorder in school the parent is quite as responsible as the scholar, although the latter usually has to bear the punishment. There seems to be in the minds of some a misapprehension of the rights and duties of the scholar, and a mistaken notion, that in some cases rebellion in school is justifiable. But the

law of the Commonwealth is explicit and severe. No case of resistance and disobedience to the teacher is likely to occur in our schools which is not punishable under the law of the State.

In school hours the scholar passes from the control of the parent to the control of the teacher, and for the time the parent's authority over the child ceases. There can be no divided authority. The condition on which children can receive the benefits of school instruction is compliance with school law, just as the conditions on which we are protected in the enjoyments of our rights and liberties is compliance with civil law. The school law must of necessity be administered by the teacher. If the teacher is severe, unjust, or arbitrary in treatment, in particular deserves censure, the way of redress is outside the school room, through the teacher, or through those who control the teacher—the school committee—and not, as some seem to imagine, by open defiance and resistance by the scholar.

*School Committee.*—JOSEPH S. HOWE, THOS. G. GRASSIE, CHARLES E. GOSS.

### NEWBURYPORT.

*Drawing.*—Since drawing has been placed among the studies required to be taught in our schools, the committee have endeavored to secure the hearty coöperation of the teachers in making the study both pleasant and practical. But in this effort, they have had, as yet, but partial success. While some teachers devote time to this branch as they do to writing, others have almost wholly neglected it. Especially is this true in some of our Primary Schools. This neglect is very much to be regretted; and every faithful teacher will feel a responsibility in giving attention to every required study. Candidates for position as teachers are now examined as to their competency to teach drawing, and it is unfortunate that so few who have applied for certificates have proper qualifications in this study.

The school for instruction in industrial drawing has been in charge of Mr. Edward Dummer. Enough has been accomplished to show that much more could be done. It is evident that those who have charge the educational agencies of the State, and who are competent to decide on the advantages of this class of schools, see great and permanent good as the result of them. Whatever is worth doing at all is worth doing well. At the close of the last term of this school, in the spring, a public exhibition was given of the work accomplished by the pupils, and also of the proficiency made in the High and Grammar Schools. This exhibition, considering it was the first, and that it was arranged without special efforts, was very creditable to the pupils and their instructors.

*Truancy.*—A great evil in this community, and one which gre—

hinders the work in our schools, is truancy. It is a noticeable fact that nearly three-fourths of all the criminals in our police court are juvenile offenders. The same is true in all the larger villages and cities in the country. For the most part, these offenders are truants from our schools. In 1864 a Truant School was established under the enactments passed by the legislature in 1862.

This school was of the greatest efficiency in breaking up this hurtful and disorderly habit. Our present chief marshal, who was then one of the police, reports that after the school was in successful operation, and both parents and children found that the law would be enforced, not a truant could be seen upon our wharves or our streets. But the expense of the school was large, and for this reason it was discontinued. It is a matter well worth the consideration of the city government to inquire whether the same end could not, by some plan, be attained without so much expense. It is not sufficient that truants should be caught and sent back into school, for they carry a bad influence there, and often entice their fellow pupils into their own pernicious ways.

Dr. Virchow, of Berlin, was requested by the Prussian Minister of Public Education to examine into and report upon the injurious influences at work upon the health of the young in the Public Schools of Germany. The result reached was "that of over ten thousand scholars examined, an average of nineteen per cent. were not normal-sighted; and that the percentage increased with the grade of the school, the age of the scholar, and the number of years spent in study. Thus in the village schools there were five per cent. who were not normal-sighted; in the elementary schools, fourteen per cent.; in the intermediate, nineteen per cent.; in the higher, twenty-one per cent.; in the technical, twenty-four per cent., and in gymnasia, thirty-one per cent. Of four hundred and ten Breslau students sixty-eight per cent. proved not normal-sighted. Near-sightedness is the prevailing disease. It was also found to increase with the increased rank of the class. Probably a similar condition of things would be found in our country. We are ourself quite near-sighted. It began with us after we entered on our educational course. The matter should be looked into, the statistics obtained, the cause if possible discovered, and a remedy applied. The evil, of course, must increase with the universality of education, and with the length of time devoted to it."

*Morals and Manners.*—In the great interest taken to secure the advancement of our children in their intellectual training, it is all-important that we do not overlook the fundamental idea of our Public Schools. This has been aptly stated in the General Statutes, chapter 23, section 7.

The great idea of the Public School, then, is to develop a noble



manhood and womanhood; to fit our youth for citizenship, and the proper discharge of the duties they owe to their business, their family and the community. So far as our schools accomplish this they are success, and so far as they do not accomplish it, they are a failure. It is vastly important that while they improve the intellect they should build up character, and while they impart knowledge that they should strengthen and stimulate virtue.

*School Committee.*—DANIEL P. PIKE, *Chairman*; ISAAC P. NOYES, *Secretary*; PETTINGELL, Jr., *Agent*; RICHARD PLUMER, GEORGE D. JOHNSON, DAVID J. ADAIR, WM. H. NOYES, S. J. SPALDING, WM. H. HUSE, E. P. CUMMINGS, FRED. D. BURHAM, WM. H. SWASEY.

### NORTH ANDOVER.

*A Gratuitous Work.*—The committee feel that public acknowledgment ought to be made of the generous act of Mr. A. L. Smith, Principal of the Merrimack School, in opening, and conducting through the fall term, at the Merrimack School-house, a free Evening School for the benefit of those, youth and adults, who are deprived of other means of education. This Evening School was largely attended; and doubtless its benefits were gratefully appreciated, at least by those who received them. And we suggest whether this voluntary movement may not be the first practical hint of a similar work that may some time be undertaken by the town?

Acknowledgment is also due to other teachers of the Merrimack School who associated themselves with Mr. Smith in this disinterested work.

*Teachers' Salaries.*—Very often harm, if not disaster, befalls the schools from the departure of teachers whom the committee are powerless to retain, because they are not authorized to pay them the salary they demand. In many cases the demand is only reasonable, and would be wisely granted by the committee, if they were only allowed to grant it, either by the school appropriation or by the understood consent of the people. But when the school appropriation is inadequate, and the public feeling is averse, nothing remains for the committee but to refuse, and in consequence the town loses a valuable teacher. Then when the mistake begins to tell upon the ill-used school, it is not unusual even for fair-minded people to express misgiving in regard to the efficiency of the committee; while the evil-minded often load them with imprecations. We see how innocent the committee are in such a case.

The committee believe that it is the best policy (and is not the best in the long run the cheapest) to pay a good teacher a good salary, since he not only in justice deserves it, but also can command it some-

where, and cannot be expected to remain where the compensation is inadequate, after receiving a better proposal. In such a case the only way, usually, to retain a good teacher, is to increase his salary.

During the year we have, in several cases, acted in accordance with this policy, and the result is that there are now several excellent teachers working efficiently in our schools, where they have come to be perfectly familiar with their duties, whose retention in some instances at least, could have been effected in no other way. And we are sure that by this the town is gainer and not loser.

*School Committee.*—HIRAM BERRY, LINUS FISH, JOHN H. CLIFFORD.

### PEABODY.

Without a more practical use of the text-book, the introduction of other problems and the application of other tests, teachers will find that the expected results have not been attained. This is especially true in teaching grammar. The rules of grammar may be correctly given and fairly applied in parsing, but, without a more practical application in the construction of sentences, in conversation, and especially of frequent tests in writing, though much memorizing of rules may have been done, but little practical results will follow. Defects of this kind may not be particularly common in our schools, but whatever defects there are in the methods of teaching will be found chiefly in this direction.

Considerable improvement has been made in drawing; all perhaps that could be expected when we consider that but few of our teachers had been trained for the work of teaching it. In view of the fact that teachers generally have not been especially trained for teaching drawing, and considering that it is now a required, as well as an important study, we think that some method should be adopted whereby they can be more thoroughly fitted for the work. We do not fail to appreciate the work which they have accomplished; they have shown much tact; but the importance of the study would justify some measures on the part of the committee towards furnishing the means of special preparation.

Many fine specimens of free-hand drawing can be seen in our schools; and, although they have not as yet attained to the proficiency which we desire, yet enough has been done to show its importance and to develop much latent talent among the pupils. The work is steadily progressing, and when scholars, now using the cards in the lower schools, have advanced to the higher grades in the grammar department we may expect to see work far in advance of any yet attempted here.

While we are far from agreeing with those who would forbid the use

of the text-book either by teachers or scholars, yet we are of the opinion that teachers generally are quite too closely confined to its use while teaching. With most teachers, there is needed a much more thorough special preparation of the lesson for the day. A general knowledge of the subject, however thorough, is not sufficient. The lesson for the day should be carefully studied.

Without such preparation the best results will not be reached. We have quite frequently seen pupils listless and inattentive during a recitation, who, if the teachers had been thus prepared, might and would have been all alive with interest. When a teacher fails to hold the attention of the class during a recitation we conclude that something is wanting on the part of the teacher,—either natural tact or special preparation. We have seen a teacher, in teaching grammar, lay aside the text-book and write a sentence on the blackboard, and by a few simple questions, and by a familiar talk, infuse her class thoroughly with her own enthusiasm, and teach more in a single lesson than would otherwise have been taught, by merely asking questions and receiving answers, in four lessons occupying the same length of time. We need hardly state that some teachers seldom get beyond the latter method. We should, however, state that we have many who fully appreciate and make use of the best methods. Teachers should be careful not to fall into another error, that of doing too large a share of the work, and thereby fail of securing suitable recitations from the pupils. Time enough should be given to test the work of each scholar.

We cannot conclude our report without alluding to the retirement from the committee of Fitch Poole, Esq. Mr. Poole's term of service on the committee commenced previous to the division of the town of Danvers, twenty-eight years since, and his whole time of service has been nearly, or quite, twenty-six years. Dr. Braman was a member of the committee in Danvers, twenty-eight years, and John W. Proctor, Esq., twenty-five years. Probably no other man has served so long in either town as Mr. Poole, except Dr. Braman. Mr. Poole has been an efficient and active member, and we desire to record our high appreciation of his services in advancing the cause of education in the town, and our regret that his failing health makes it necessary for him to decline further service on the committee.

*School Committee.*—AMOS MERRILL, CHAS. V. HANSON, GEO. S. OSBORNE, GEORGE N. ANTHONY.

## ROCKPORT.

The object for which our Public Schools were established, and for which they are perpetuated and fostered from year to year, is to advance the youth of this town in their efforts to acquire an education that

will fit them for usefulness, and for a faithful discharge of their duties as good and worthy citizens. For the purposes of such an education we should not depend exclusively upon our Common Schools. The virtuous impulses that lead to virtuous life and correct habits, are not first imparted there. Our schools may, and ought to do much for the intellect, by furnishing the rudiments of knowledge; but the moral training so essentially necessary to the proper development of the child's being, commences with its early maternal care and instruction. In the forming period of life much depends upon right beginnings. Your committee fear that too many parents are inclined to rely entirely upon the intellectual training their children receive in the school-room for that development of character which will protect them from the evil influences with which they are surrounded. While our schools may be a powerful auxiliary, and our teachers earnest and efficient co-operators in the important work of educating our youth, there is a duty incumbent on parents that must be faithfully performed, in order that the desired end and aim of our Public Schools may be attained.

The success of our educational system depends largely on the High School. This stimulates and lifts up the schools below it. The pupils belonging to the lower grades of schools are stimulated to close application to their studies, and a strong desire to fit themselves for admission to this school.

The course of study prescribed for the High School is well adapted to fit those who pursue it to completion, for the practical business in which they may engage. From the High School have come forth some of our most trusty and efficient teachers, and its pupils, wherever they have been dispersed, have given evidence of the value of its discipline. The standard of scholarship required to be attained in each study is fixed at seventy per cent. Any pupil failing to reach the required standard in any study will be required to pursue that study again. Any member of the first class failing to reach the required standard in any study will not be entitled to receive a diploma.

*School Committee.*—N. F. S. YORK, CALVIN W. POOL, C. A. MERRILL.

#### ROWLEY.

*Drawing.*—Instruction in drawing has been partially introduced into some of our schools with good results, training, as only this can do, the eye and the hand to help the penman and the mechanic to be something more than scantily paid servants, and helping them to become master mechanics, architects, or civil engineers; for in every profession there is always "room at the top." We intend during the coming year to require mechanical drawing and map sketching to be taught systematically in all the schools of the town.

To those who criticise the unusual outlay of money for schools, we would simply say, Visit our schools, and you will clearly see that the seed thus sown has brought forth an abundant harvest of increased self-respect on the part of the scholars, of graceful deportment, of the higher refinements of character, which will live forever, though our paltry dollars perish with the using.

We have heard of a man who deliberately murdered his father and mother, and then implored the judge to have mercy upon a poor orphan; but we can have as much compassion for this miserable assassin, as for the croaker who continually opposes liberal appropriations for schools, and then deplores the ignorance and vice of the rising generation.

In conclusion, permit us to say, all who have the care of children should work among them with reverence, even as connoisseurs search for paintings by the old masters, and if perchance they find one, they at once recognize it through all the dust and defilement of ages, and seek to restore the divine original. We should look at children, as Michael Angelo looked at the unsightly block of marble, when he cried out, "There is an angel imprisoned there," and to work he went with chisel and mallet, and, by and by, lo! the angel came forth, and the statue remains to this day the admiration of the world. Are we not all soul-artists, and soul-sculptors, beautifying or defacing the immortal spirits of all those who come within the sphere of our influence? The old maxim is as true to-day, as when uttered by our fathers long ago, "The way the twig is inclined the tree will grow." And in the great work of training children may we all bear in mind, that

"A pebble on the streamlet cast may change the course of many a river,  
A dew-drop on the baby plant may warp the giant oak forever."

*School Committee.*—JAMES H. FOSS, W. M. CARPENTER, J. D. DODGE.

### SALEM.

The committee on Special Schools respectfully submit the fourth annual report as follows, viz. :—

The additional Special School but recently opened at the date of the last report, after the experience of one term, seemed not likely to accomplish the purpose in view in establishing it, and it was discontinued. Various untoward circumstances contributed to its failure. By the absence of a superintendent it lost the steady care and oversight which was particularly essential for such a school at its commencement. It was peculiarly exposed to unfavorable criticisms, and almost before it began was called bad names, which were designedly or thoughtlessly repeated, till in the minds of parents and pupils some

reproach was thought to attach to an attendance there. The teacher was faithful, conscientious, and apt to teach, but causes beyond present control forbade success. We have not, under the circumstances, deemed it expedient further to carry out the order of this board, deeming the authority to establish one or more schools to be somewhat discretionary. Nevertheless we have not lost faith; and the thirty-seven boys gathered there with so little effort, chiefly from among those who couldn't or wouldn't attend the regularly graded Day Schools, showed to us, if we had doubted before, that there was ample material which such a school might be made to reach, and which the other schools do not reach; as it is, these boys are turned back upon the streets, and committed to their own ignorance and its attendant temptations. Under the circumstances it has not been deemed expedient to proceed further at present in this direction. In pleasant contrast to all this is the record of the doings of our pet, and pride as well, the Naumkeag School. A Half-time School, established first and mainly for the children of the mill, it is liable to peculiar and great fluctuations in numbers, and since its establishment, the nationality of its pupils has been gradually changing, until to-day, ninety per cent. of them are French Canadians. The difficulty of the fluctuating numbers was met by taking scholars from outside, not operatives in the mill, nor members of regular schools,—going to the highways and byways for our pupils,—and making the course of lessons such as to meet the wants of the oft-shifting pupils. The better to show how the numbers vary, and the proportions of mill children and outsiders, we give below some of the weekly averages of forenoon and afternoon attendances, taken somewhat at random, but indicating very fairly the gradual changes going on through the year.

The whole number of different individuals who have been taught in the school during the year, is . . . . .	275
Of these, there came from the mill, . . . . .	159
The average number each day from the mill, . . . . .	46
from outside, . . . . .	21
The smallest number at any time from the mill, . . . . .	28
The largest number at any time from the mill, . . . . .	67

The afternoon sessions are fuller than the forenoon, a number of the outsiders being errand boys, attending stores and markets, who are employed all the forenoon. It will be seen that of the 275 different scholars during the year, 116 are not connected with the mill; and lest it should be thought that these are taken from the ranks of the regular graded schools, we ought to state that the rule is, not to admit scholars here who belong to any regular school, nor, in most cases, *any one* who can by persuasion be induced to attend the school to which he or she

ought to belong under the rules and regulations. The difficulty of the confusion of tongues has also been met and overcome by the teacher. Finding the process of teaching the new comers (who were usually innocent of any sufficiently serviceable knowledge of English), tedious and unsatisfactory, when carried on through the imperfect medium of the translations of elder brothers and sisters and the like, she has, with characteristic promptness and assiduity, acquired the knowledge of their language, so as to be able to converse freely, and to carry on her school exercises to their ready comprehension, without difficulty. It sounds indeed, a little odd in a Yankee school-house of the traditional color to hear the lessons in reading and arithmetic, spelling and history geography and deportment, carried on in duplicate French and English both or either indifferently; and if, by chance, as may happen on occasions, a German word or phrase gets sandwiched between, it hardly seems out of place. And, indeed, in view of the fact that some of the recent additions to the working force in the mill are Germans, it is not without probability that we may look to find the young occupants of this veritable red school-house, which stands at the fork of the roads endowed with the gift of tongues, which shall enable them, after the manner of urchins at home and abroad, to run riot through the rudiments, in the languages of three great powers of Europe. It need less to enlarge upon the success and good condition of the school. It is sufficient to say that it is equal to what it has heretofore been; and of the teacher, that she is equal to herself.

*For the Committee.*—GEO. F. CHOATE, *Chairman.*

The standing committee on music are happy to report that, during the past year, all the grades of Public Schools in Salem have made excellent progress in the study of vocal music. The plan of study, an outline of which was given in the last year's report, has been steadily and energetically pursued, both by the special instructor and by the regular teachers in the several schools. The interest in this department of study was never greater than it now is. From the lowest class in the Primary School up to the highest in the High School, music is regarded by teachers and scholars as one of the most delightful and useful studies. It serves to give a pleasant change from the ordinary routine of school work; it cultivates the heart by the daily utterance in harmonious strains, of moral and religious sentiments; it develops the intellect by calling into active exercise the powers of attention, memory, comparison,—indeed, of all the intellectual powers; and furnishes one of the most important elements in the happiness of domestic and social life. Music in our schools does not consist simply of the singing of tunes learned by imitation, but it includes thorough and systematic instruction and training. Every scholar is taught

read music by letters, by numbers and by syllables. Ears are cultivated to the recognition of intervals of every kind, and voices to their utterance. Signatures, keys, dynamic marks and the other needful technicalities of the science are made familiar, even to young pupils. The whole course of study pursued is designed and admirably adapted to make independent and intelligent singers. The committee believe it not too much to say, that every child who is not by nature destitute of the power of perceiving and expressing differences in the pitch of sounds,—and but few such children are found,—will be able, on completing this course of study, to sing all ordinary music at sight, with distinctness, good expression and a fair quality of voice.

It is now four and a half years since music was introduced as a regular study into all the Public Schools of Salem. Received at first reluctantly by many of the teachers, and objected to by some parents, as likely to detract from the time and attention which, it was thought, should be devoted to the customary branches of education, this new study has steadily advanced in the estimation of the teachers and in popular favor, until it may now be regarded, not as a thing of questionable utility, to be determined by experiment, but as one of the most useful and agreeable among the permanent studies in our schools.

*Committee on Music.*—DANIEL B. HAGAR, GEORGE BATCHELOR, HENRY G. HUBON.

The special committee on the Free Drawing School respectfully report that the school, so prosperously commenced at the date of the last annual report, was successfully and satisfactorily conducted to the end of the proposed term. Our thanks are due to the authorities of the State for permission to use Normal Hall for the purposes of our school, by means of which we were enabled to complete arrangements and save valuable time and money.

During the summer the High School building was furnished with gas in the two large rooms, and has been otherwise fitted for use of an Evening Drawing School. And on the evening of the 2d day of December last, we commenced a school of two classes in mechanical drawing, a primary and advanced class, which meets on Monday and Thursday evenings of each week. On the 3d day of December, a school of two classes in free-hand drawing was commenced, which continues its sessions on Wednesday and Friday evenings. With the facilities of two rooms, and the different division of classes, we are enabled to conduct the school with but one teacher each evening, and some comparatively slight assistance on the two nights devoted to mechanical drawing; thus saving to the city nearly one-half the cost of teachers, from the amount paid last year. The novelty of the thing last year attracted many who, as the school progressed, from want of interest and perseverance, gradually dropped off, until was left the



number of those who really came to learn. In this way the original members were largely reduced, until not more than 150 of the 222 admitted could fairly be counted as belonging to the school through the term. These, however, kept up a fair average attendance, about equally divided between the classes to the end. This season, the number of applicants who were eligible was as follows: to the classes in mechanical drawing, 120,—66 to the advanced class, and 54 to the primary; to the classes in free-hand, 81,—47 to the advanced class and 34 to the primary; all of whom were admitted.

The number now to be counted as belonging to the school, and attending with more or less regularity, may be fairly stated, in the mechanical classes, at about 90, and in the free-hand, at 60 to 70, with considerable more irregularity of attendance at the free-hand class than the classes in mechanical drawing. The larger portion, however, in each class are constant and punctual in attendance, and interested in their work. A very considerable number of our assistant teachers have attended this season and the last, and their earnest efforts to keep up with the new requirements of their position, and avail themselves of all means within their reach to increase their ability to discharge their duties, deserve commendation and future remembrance.

*Chairman.*—GEO. F. CHOATE.

The special committee in drawing respectfully report, that under the order of this board, passed February 19, 1872, they made arrangements for special instruction in drawing in the High and in all the Primary and Grammar Schools. A competent teacher (Miss West), who had already, in introducing Bartholomew's series of drawing cards and books, shown her capacity and skill in teaching, was engaged, at an annual salary, to visit and give lessons in all the school-rooms in rotation, to each as often as once in two weeks, and also for a week exercise in drawing for the teachers. This arrangement is still continued, with daily lessons by the regular teachers, and with good results. The drawing lesson is always attractive, and, with its kindred music lesson, beyond its own intrinsic value, more than compensates for the time devoted to it, by the added zest and application which brings to other studies; as the adage has it, "they hinder naught."

The teachers have generally shown a desire to carry out the system of instruction, and, in many cases, have shown great earnestness and effort to qualify and perfect themselves to teach in the most effective way. Their attendance at the exercise designed for their instruction has been good, with a few somewhat notable exceptions. A strict enforcement of the order passed by the board in April last upon this subject would, however, it is feared, render some ineligible to re-election who do not intend to be understood as "expressing a desire not to

candidates." The employment of a special teacher has been assumed to be but a temporary arrangement, and we have been looking to its probable early discontinuance.

*For the Committee.*—GEO. F. CHOATE.

### SALISBURY.

*Teachers.*—On the principle of "whatever is worth doing at all is worth doing well," the attention of teachers is again called to the importance of more special preparation for their work; and to the State Normal Schools, as places which possess unsurpassed facilities for furnishing the needed information which shall place the best methods of imparting instruction at their command. It is also desirable that teachers should remember that their influence extends far beyond the imparting of instruction in certain branches of study. Their manners, their tones of voice, and the general character of their conversation and conduct are both imitated and unconsciously adopted by their pupils. They are reproducing men and women like themselves, and should be careful to be models worthy of imitation,—men and women who shall not have occasion to blush for shame at the sight of their own mental and moral likeness, reproduced in those who were under their instruction during impressible years.

*Parents.*—The responsibility of parents for the mental culture of their children is greater than for their material support. Their education, from the cradle upward, is the great duty of those who sustain to them one of the most sacred and endearing of human relationships. That the parents of children attending our Public Schools are interested in the proper education of their children does not admit of reasonable doubt; yet it has not become to any great extent an interest that manifests itself in the practical way of frequent visits to the school-room, and a familiarizing of themselves by personal observation with what is being done in a place where their children are spending so many hours. Were this practice of visiting the schools more generally adopted, the minds of many parents would be disabused of unjust prejudices; teachers and parents would be brought into fuller sympathy with each other, and be led to more active coöperation in their efforts to promote the highest possible efficiency; the injurious effect of irregular attendance, which not only makes the absentee a sufferer, but frequently retards the progress of a whole class, would be better understood, and that general knowledge of the present needs of our schools obtained, which is all the "motive power" that is lacking to make the schools in town second to none.

*Superintendent.*—A. B. DEARBORN.

## SAUGUS.

The problem of giving to young Americans the best education with the fewest evils, improved mental, moral and physical maturity, with every faculty in tone, and every energy awake, is one of vital importance in a country like our own favored land, where the virtue, wisdom and strength of the masses are the foundation of the nation's safety, greatness and glory. Reason, experience and common sense proclaim that these evils are not, even in a limited degree, the natural and necessary concomitants to the pursuit of knowledge. There may be, and perhaps too often are, conditions of school life not conducive to perfect health: such as over-heated, ill-ventilated, closely-packed and dusty school-rooms, imperfect respiratory movements caused by continual sitting, to which may be added imperfect light, small print, ill-contrived, and badly arranged school-room furniture.

These are some of the evils to be guarded against,—evils which are well known, the remedy for which is simple and within the reach of all. But there are others to which the health of children is exposed, more obscure, less known, and therefore the more dangerous, from which they may continue to suffer, while we neglect to teach them the practical knowledge of common things, the simple conditions of health, its great value, how best preserved, and how most securely to guard the citadel of life.

This our best educators are coming to regard more and more as the corner-stone of what may be called anything like a perfect system of education. To neglect health is to neglect one of the best aids to improvement, and one which gives to knowledge, when acquired, ten-fold power. Our system, as we understand it, when rightly administered is broad and deep and high enough to embrace in its scope any studies which tend to develop strength, purity and wisdom, and is not confined to mere professional studies.

Dr. Arnold has very well defined what is meant by professional as distinguished from liberal studies. He says, "Every man has two businesses: the one is his own particular profession or calling, be it what it will, that of soldier, seaman, farmer, lawyer, mechanic or the like; the other his general calling which he has in common with all his neighbors, namely, the calling of a citizen and a man; the education which fits him for the first of these two businesses is called professional and that which fits him for the latter is called liberal," and is not confined to the study of the dead languages or conic sections, but must include any studies which tend to make him a better neighbor, citizen and man.

## WEST NEWBURY.

It is doubtful if the youth of the present generation appreciate properly the privileges of education and instruction which are open to all. Contrasted with what these privileges were a century, or even three-quarters of a century since, it will be at once perceived that these advantages are now much greater than formerly. At that time the provision made for public instruction was very limited, nothing but reading, spelling and writing being taught. If any boy wished to study arithmetic he was obliged to do so out of school hours, or get private instruction from the clergyman, or go to some distant Private School. It was many years afterwards before arithmetic was introduced, and English grammar later still; to learn which it was necessary to seek private tuition, sometimes at an inconvenient distance. The writer of this report, when a school-boy in this town, remembers distinctly hearing an aged man say that when he was a boy, "he and some others went to school clear down to Old-town Green, going on foot and returning every day," adding, "what would boys think nowadays if they had to do it?" This was fifty years ago, and probably the man was sixty years old then, making a century ago when he attended school at the Green. Within the recollection of persons now living, the schools did not exceed in length two and a half, or at most three months in the year, usually beginning the Monday after Thanksgiving. This school was supplemented by a Private School in the summer. The school-room was crowded with a promiscuous throng of pupils from ten years of age up to twenty-one and over. Some of these came to learn; others came because they were sent, and had little thought of learning. These latter spent a good portion of their time in watching the countenance of the master, as sailors do the clouds, to see if it threatened a squall. These were the days when the rod and the ferule were regarded the most efficient auxiliaries in moral suasion. Arithmetic was at this time taught, but rather by rote than mentally, yet the older scholars usually ciphered beyond the "rule of three"; their spelling and round-hand writing were commendable. English grammar was not much attended to before 1810, but for several years afterward it was a favorite study, and the more studious pupils became adepts in it; that is, excelled in syntactical parsing.

The first geography which the writer ever saw in school was Dwight's, by question and answer like a catechism. This was about the year 1816, and it was some considerable time before this branch of study became general. In process of time other studies were introduced into the schools. In the year 1823 "Colburn's Intellectual Arithmetic" was published, and was used by some schools in cities, but it took

several years to overcome the popular prejudice against a work so different from the books that had been in use up to that time. Yet it is this manual which has worked an entire revolution in the system of instruction which prevailed in this country before its publication. It has proved to be the lever which has lifted the crust of the dull, mechanical, synthetic system of education which had been universal hitherto, and the source whence all other improvements have been derived. The algebra, by the same author, was published in monthly numbers in 1825, and was the first which was ever used in the Common Schools of New England; and it was several years before algebra was introduced into the Common Schools in the rural districts. Other branches of study have since been adopted from time to time, of less importance to inland towns, where the pupils have a more limited time to attend school than children who live in cities. Does not this contrast show that the means of acquiring an education which the youth now enjoy are such as ought to urge them, from a sense of gratitude, to improve their advantages to their full extent? Does it not show that the debt which the youth of to-day owe to society for providing the means of education, should be paid by a right appreciation of them, proved only by diligent study and carefulness to attend the schools with regularity?

*School Committee.*—SEWELL S. CHASE, DANIEL W. CARLTON, SAMUEL M. EMERY, JAMES H. DURGIN, WILLIAM MERRILL, MOSES C. SMITH.

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## FRANKLIN COUNTY.

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### ASHFIELD.

The problem for the committee to solve is, how to run fourteen schools for six months each in a satisfactory manner, with experienced and competent teachers, for \$1,500. We give it up. But is it necessary, or even advisable, for us to sustain fourteen schools?

Ashfield has between the ages of five and fifteen only two hundred and fifteen scholars as returned to us by the selectmen, with an average attendance of one hundred and sixty-two and a half, this being divided very unequally, number thirteen having thirty-two scholars, while three other districts have together only twenty-five. It will be seen by a glance at our table that five of our fourteen schools have more than half of the whole number of scholars. Our largest schools are almost invariably the best. They have more money, better school-houses, and

are able to employ better teachers. But this is not all. Any teacher will say that it is impossible to get up interest and arouse enthusiasm in a very small school. In district number four each scholar cost the town \$16.42, while in number thirteen the cost per scholar is only \$5.14. Could not this money in small districts be expended in a more economical manner? Would, not everybody be benefited if the money were paid for carrying these three or four scholars to larger and better schools? Some change in the number of our school districts must come sooner or later, and we believe this change will be a benefit rather than an injury to the smaller districts.

*School Committee.*—CHARLES HALL, SILAS BLAKE, F. G. HOWES.

#### BERNARDSTON.

It is to be feared that in some instances the good influences of the school are counteracted by wrong influences at home. The school and the home should understand each other and coöperate to secure such culture and to form such habits as are needful to the child who is soon to be thrown out into the world to bear the burdens of life and to meet its temptations, and who must compete with others for that success which those only win who understand and comply with the conditions of success. It is not only desirable but essential that the home training and the school training should be such as will give the young mind right impressions of life, and as will lay the foundations for such a life-work, as will be an honor to the man and a source of strength to the State. Whether our children will go through life uncontaminated, bravely and wisely doing their work, making for themselves an honorable record as they go, depends largely upon the quality of the education they receive. The interest taken by the citizens of the town in the education of the youth is commendable. This was shown in the cordial welcome given to the Teachers' Institute held in this town last autumn, and in the full attendance of the daily exercises of that Institute and the evening lectures given in connection with it. The presence among us of such a body of practical workers in the cause of education, employed by the Board of Education and sustained by the State, has not failed to be productive of much good. It is gratifying to know that that opportunity for gaining some light with respect to our rights and privileges and duties as voters, tax-payers, parents, teachers, committees and scholars, was so appreciatingly and largely improved.

*School Committee.*—T. A. MERRILL, S. J. GREEN, B. S. BURROWS.

#### DEERFIELD.

The expense of education, which has seemingly increased of late years, has not by any means increased in the same degree as that of

some of the common articles of living; and it may be borne in mind that if the wages of the teacher have increased, the means for payment of them have likewise increased. Not only has the wealth of the community increased in general, but the people receive increased prices for the productions of the dairy and the stall, of the field and the workbench. It is to be borne in mind that the wages of the teacher are still so low that no young man or woman ever considers it an object to remain a teacher for life in the Primary School, or considers the profession in any other light than one to escape from as soon as possible. And it deserves serious consideration whether any occupation in life is made sufficiently remunerative by the community when no one will continue it any longer than can possibly be avoided.

*Price of Board.*—The increase of the wages of the teacher is largely due to the increase of the price of board. And it is to be borne in mind by the voter, in considering the increased amount of taxes raised for school purposes, that the teacher gets but a small portion of the increase; that by far the larger portion of the increase goes back into the pockets of his neighbors or himself, in demand for the teacher's board. For some unaccountable reason, families are much less willing to receive a young woman teacher as boarder than they used to be. The Board in public institutions is far lower than in farmers' families in the neighborhood, and yet it is evident that, in many families, the housekeeper would not have to plant a hill of potatoes more, or raise any more of other fruits or vegetables, nor sell any less in the market, by reason of taking a new member into his household than he would raise for his family alone.

The State has a word to say upon the subject of irregular attendance. It cannot afford to have an uneducated population. It cannot trust the lives and the property of its million and a quarter of inhabitants to the passions and the prejudices of ignorant people, tools as they come in politics and religion. The child, too, belongs to the State, which gives it protection, as well as to the parent. A large portion of the tax-payers, also, are without children. Parents want the help of childless tax-payers in supporting the schools. But if the parent can pay on his childless neighbor for ten or twenty dollars to educate the child, the childless man has a right to require the constant attendance of his child at school. It is just now seen, too, that France, a nation without schools, has been laid prostrate at the feet of educated Germany. And it may easily be seen that the troubles of Louisiana, at the present time, not settled, could scarcely occur in a State that thoroughly educates its children.

People ought to be slow to find fault with the teacher. It is impossible to find perfect people, actual saints, in any employment in this world, and we cannot find teachers as learned as the president or professors.

a college. We must put up with some imperfections. But often we complain of another for what is only in ourselves. Often the magnitude of the fault is made by our own eyesight. A little patience sometimes on the part of the parents will enable a teacher to give entire satisfaction. Especially ought parents never to find fault with a teacher in the presence of their children. And when the teacher goes into a school, the pupils in which have never been excited by fault-finding against her at home, she may often have an easy task in governing, when otherwise her difficulties would have been intolerable.

*School Committee.*—R. CRAWFORD, H. J. BOYD, E. BUCKINGHAM.

#### GREENFIELD.

*Evening School.*—There seemed to be a call last autumn for an Evening School, and one was accordingly opened early in the winter, and has been kept three evenings in the week, and has been well attended by young men and women and boys. Some of the pupils were good scholars who wanted an opportunity to revive their studies. This class was made up of young clerks and mechanics. Several of this class have availed themselves of the opportunity to take lessons in mechanical drawing of Miss Smith. The majority of the pupils have been young lads of foreign parentage, who work through the day and have had little or no opportunity for attending school and who need instruction in rudimental studies. The Evening School has had an average attendance of over forty pupils through the winter. Instruction has been given in reading, spelling, arithmetic, book-keeping and drawing. All the instruction has been gratuitous. Your committee have allowed the old High School-house to be used for the school, and have been at a small expense for warming and lighting it. We have tried the experiment of an Evening School. It has been successful. We have seen that such school will be well attended. No one can doubt that it may be instrumental of much good. We hope it will be sustained. We recommend that the sum of three hundred dollars be appropriated for the purpose of sustaining this school for the ensuing year.

*School Committee.*—J. F. MOORS, A. H. BALL, A. G. LOOMIS.

#### HEATH.

There has been some agitation among our citizens respecting the establishment of a High School in the town for at least one term a year. A considerable sum of money is paid out by our citizens every year



for the sustenance of private institutions elsewhere. Could we offer suitable advantages to our own pupils, such money could be kept among us. Moreover, our teachers could then be educated in our midst. About one-half of the money devoted to teachers' wages the present year has been paid out of the town. Again, the incitement to school attendance would be great, and numbers be drawn into such a school, of young people now spending the winter in comparative idleness, or nearly resultless labor. Of course a preliminary examination of pupils should fix the grade of such a school.

*School Committee.*—ALFRED NOON, HORACE G. MANWARING, DANIEL GALE.

### LEVERETT.

A well-built, convenient and tasty school-house is a credit to, and an evidence of the thrift, intelligence, ability and good common sense of the people who built and own it. On the other hand, an old dilapidated house remaining, year after year, with broken and patched windows, clapboards hanging by a single nail, doors with hinges and handles broken, the roof devoid of shingles, chimney with huge rents from the loss of bricks, the yard full of litter and debris—such a house as this is enough to stamp the whole district, in the eyes of a stranger, with disgrace and a lack of intelligence and taste, not very complimentary to say the least. Again, a properly constructed school-house, built with an eye to æsthetics as well as convenience, has a decided influence upon the characters, tastes, dispositions and the self-respect of the scholars. Who does not know that taste, beauty, elegance and the general surroundings in which we are placed influence our characters and lives for the better? Let an entire stranger enter an abode beautiful in itself, and furnished with all the elegance of polite and refined taste, and it will have an immediate influence both upon his actions and manners, and also upon his present deportment. He will, in fact, naturally accommodate himself to the surrounding circumstances and govern himself accordingly. On the other hand, introduce him into a mean abode, where there is nothing attractive, and all the surroundings are common-place and in perfect keeping with the place where he is—where there is nothing to influence the æsthetical in his nature—and he will be careless of his manners, forgetful of his self-respect, and all that is boorish in human nature will manifest itself in spite of himself. This is a trait in human character as indelible as “original sin” or “modern ugliness,” and cannot be gainsaid. In either instance in the above illustrations, continue this state of things and the influence upon character and actions and deportment, will become permanent elements of character, especially

if exerted upon the young. Now apply these illustrations to the scholars in the school-room. The influence, under like conditions, will be just the same, and there is no evasion of it. Our children's characters, their tastes, deportment, their disposition, their whole lives will be moulded and shaped more or less by the condition of the school-houses in which a great part of their early lives are spent. I use pretty plain language, for I feel that I am right in my general statements in regard to the subject. How important it is, then, not only for the health but for the characters of our children, that we erect and maintain convenient, healthful and beautiful school buildings, where the young, during their early years, spend almost half of their time, and where the impressions they receive have shed a soft influence on their whole lives.

*The District System.*—An Act was passed by the legislature of 1869, abolishing the school-district system. The vote in both branches of the legislature was almost unanimous. There were but nine opposing votes in the House and not one in the Senate. A great majority of the educators and the friends of education approved of this Act, and immediately made arrangements to comply with it; but in the following year the Act was abolished by a two-third vote. Either the legislature of 1869 were very wise, or that of 1870 equally foolish. There are in this Commonwealth 342 towns. Petitions for restoring the district system by a vote of towns to do so for themselves came to the legislature from only thirty-two towns, and sixteen of these were from Franklin County, Leverett being among the number. These petitions were signed by only twenty-six per cent. of the legal voters of said towns. The only town in one county that threw in its petition of only twenty per cent. of the entire number of voters, reported as the total value of its eight school-houses the sum of \$350, being on an average of \$43.75 for each school-house in town. It will be seen, or rather inferred, that those towns still retaining the district system are rather behind the times, and have the poorest school-houses and the lowest standard of education. I am convinced that the time is not far distant when we shall be more united on this matter, and fully acquiesce in the opinions of our best educators, and that one system will prevail throughout the State.

*The Rights of Teachers in the School-Room.*—Teachers in the school-room are the absolute governors and masters of those under their charge. They have a right to demand and enforce obedience to all just rules and requirements. Corporal punishment, if ever resorted to (and it never should be unless in the most urgent cases), must be inflicted with only that severity that a parent is allowed to punish a child. The teacher must inflict no punishment that can possibly be an injury to the physical or mental condition of his pupil.

No teacher can expel a scholar permanently from the school-room. He can expel only so long as to allow the school committee to decide whether the expulsion shall be permanent or not. Only on the determination of the committee, after hearing the evidence on both sides, can a scholar be permanently expelled from school. If a scholar disobeys the rules of school, and cannot be made to obey, and becomes an obstacle to the success and welfare of the school, then the teacher can order him and enforce him to leave the school, but only long enough to refer the whole matter in question to the committee. The board act as jurors and judges in the case, and on their decision the scholar is either permanently expelled or restored to all his rights in the school-room. As questions are often asked relating to the above points I have thought best to answer them in this report.

*Chairman.*—DAVID RICE.

### MONROE.

Stand firmly by the teachers in their endeavors to advance the educational standing of your children. Be not in haste to believe the idle and senseless rumors too often set afloat by some disaffected party and retailed from house to house, but make yourselves acquainted with the teachers, and remember they are human beings like yourselves, and have been selected with great care by your committee. But should cause of complaint arise, real or imaginary, we ask you to proceed justly and rationally. Go to the teacher with kindness in your heart with an expression of good-will upon your countenance, and in tone of gentleness make known your grievance to him or her alone. By such a course all difficulties will be removed, and perfect harmony restored in almost every instance. But should it by any possibility happen that a mutual good understanding should not be effected, then make an appeal to the committee and be willing to state your grievance in presence of the teacher. Do not withdraw your children from school, nor allow them to withdraw themselves, without a fair hearing. In this way much trouble might be prevented, and the efficiency of the schools promoted.

*School Committee.*—DAVID GOODELL, A. A. HICKS, E. J. HICKS.

### NEW SALEM.

Mr. Walton, whom the State Board of Education sent among us, spent one day in the Academy, exhibiting some of the Normal methods of teaching, and in the evening addressed the citizens and others on educational subjects. Most of one day was spent in inquiring into the state of the schools and in examining the pupils. His visit among

was well received, and his suggestions commended themselves to the good sense of the committee and the people. We highly appreciate his call upon us, it did us good, and we thank the State Board for sending him to our town.

There has been some provision made in our Academy for giving normal instruction to such pupils as propose teaching in our District Schools. We recommend to those who would like to teach to avail themselves of the advantages enjoyed in this department of instruction. The experiment is being tried of a Training School to carry the pupils through a course to be prescribed by the Board of Education, hoping that reasonable encouragement will be proffered by the Commonwealth.

*School Committee.*—B. W. FAY, DAVID EASTMAN.

#### NORTHFIELD.

Your committee cannot forbear to express again the conviction, which is growing stronger from year to year, that the best interests of the town demand a High School. If you wish all the schools in town to be elevated and improved establish a High School; give it a cordial and generous support and it will inevitably exert an elevating influence. Let a suitable building be provided, all the means necessary for higher education be procured; let everything be done that is needed to give it the full confidence and support of all our citizens, and new interest will be awakened in all our Common Schools. Such a school at the centre, like a healthy heart in the human system, will send out its life-giving power through all the districts, neighborhoods and families of the town. It is a great mistake to suppose that what is expended in support of such a school is so much abstracted from the remote districts. It will more than repay its cost by elevating the standard of education, by stimulating the young to renewed effort, by creating an enlightened public sentiment, as well as by enhancing all the material interests of the town.

*School Committee.*—T. J. CLARK, J. L. BANKS, B. F. STREETER, CHARLES HOLTON, GEORGE MOODY, SCOTT DUNKLEE.

## HAMPDEN COUNTY.

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BRIMFIELD.

Your committee have, we trust, to some extent at least, felt the responsibility of their work, and have endeavored to labor for the best interests of the schools committed to their charge. In the first place, it has been our aim to procure the best teachers we could with the funds at our disposal, and then to support them in every way possible. We have (without charge to the town) held teachers' meetings once in two weeks during the past winter. It has been the object of these meetings to compare notes, discuss any questions that pertain to schools, and bring out the best methods for giving instruction in the various branches taught, and the different topics of the several studies.

No teacher should enter a school-room in the morning without a thorough knowledge of the recitations for the day. If they have this knowledge, and power to control and interest, they cannot fail of success. Teachers sometimes crowd children beyond their capacity or understanding. This is not the part of wisdom. No definite direction can be given to them in this matter, only to exercise their own judgment continually, and give children food which their intellects can digest.

Arithmetic has been taught in a way not simply to memorize, but to bring out their own reasoning powers, and give them clear ideas and a complete understanding of the work performed; so that they were able to apply principles to practical examples not found in the books studied. Those scholars who learn simply from memory may be able to perform examples found in their text-books, but will make poor headway by the side of those who have called into exercise their own reasoning faculties, so that they can apply their knowledge to the every-day business of life.

Map drawing has given an impetus to the study of geography. In many schools we found much of this work had been done, and many maps were drawn with great precision. Pupils were able to locate cities and towns, mountains and rivers, with accuracy. In no way can they get so lasting impressions as by doing this work themselves. They also acquire the art of drawing, which will be of great service in after-life. Pupils may learn to say that Boston is the capital of Mas-

sachusetts, or that London is the capital of England, with very little understanding of their exact location. But let them draw the map of the State or country, locate places, and they will get a far better knowledge of their situation. Let them visit those places, so that the object about which they are learning can be seen, and the impression is far greater and the knowledge more indelibly fixed.

Let the object about which the pupil is learning be, as far as possible, presented to the eye, and we have additional avenues by which to reach the intellect. Read the description of Niagara Falls, and then stand upon the banks of the river and witness the vast volume of water pouring over the falls, and then say which gives you the most vivid and lasting impression.

Examinations have given a fair test of what scholars have been doing during the term of school, and no special preparation for a day's recitations has been discovered in any school. Teachers well understand that their pupils are liable to be called on for examination on any topic to which they have given attention during the term. Hence they see the necessity of careful study, and a thorough review of whatever they have been over, in order to be prepared on any subject that may be called up. This puts both teacher and pupil on their guard, lest they should pass lightly over many things, not getting a thorough knowledge, and thereby utterly fail when put to the test of an examination. We say, then, let the preparation for examination begin with the term of school and continue while it lasts, so that scholars can at any time be tested on anything that they have been over.

*School Committee.*—N. S. HUBBARD, J. L. WOODS, W. F. TARBELL.

### CHESTER.

All that is now needed, to have good schools, is to provide means, elect a thorough and efficient committee, who shall strive to secure the best grade of teachers, with the hearty coöperation of all concerned. Without this coöperation, an angel would fail to satisfy or benefit the children of fault-finding parents. How important, then, that all concerned be a unit in matters pertaining to schools and the education of their children!

Differ as we may in other matters, let us be united in trying to give our children a good common-school education. It will be a means of support for them, qualifying them for teaching, or for the better performance of any other business in which they may engage in after-life. We would encourage a rigid economy in everything else before crippling our schools with an inappropriate amount for their growth and prosperity. From our schools we are to look for our future teachers, town officers, ministers, doctors and lawyers. How important, then,

that we all be united in elevating our schools and promoting education generally. The best legacy for our children is a good education. This will stand by them when riches take to themselves wings and fly away.

*School Committee.*—ALFRED S. FOOTE, GEO. H. HAPGOOD, CHARLES M. BELL.

### CHICOPEE.

Last year an appropriation of three hundred dollars was made for a Mechanical Drawing School. A class was formed in October, with Mr. E. P. Ball as teacher. It soon became too large and was divided, making two classes of eighteen to twenty each. The experiment has proved a successful one, and we trust that this branch of education has become a permanent fixture of the town. We have asked for an appropriation of five hundred dollars for the year to come, and have no doubt it will be granted. The following is the report of the teacher :

#### INDUSTRIAL DRAWING SCHOOL.

*To the Hon. School Committee of Chicopee:—*

The whole number of pupils during the year was,	. . . . .	38
average number of pupils belonging was,	. . . . .	26.95
per cent. of attendance,	. . . . .	.83
average of pupils in years,	. . . . .	24.6
age of youngest pupil, in years,	. . . . .	13.
age of oldest pupil in years,	. . . . .	48.

Their occupations were as follows:—Machinists, 25; carpenters, 4; accountants, 3; students, 4; baker, 1; mason, 1. Total, 38.

The work of the year has been upon the geometrical principles of drawing, with the study of the set of models furnished the class in the fall of 1872, line-shading, tinting and shadows, with mechanical drawing.

I would recommend that additional models and drawings be obtained for the class the coming year, such as have been found useful in the Boston and Worcester schools.

EDWIN P. BALL, *Teacher.*

*Chairman.*—HARVEY HITCHCOCK.

### HOLLAND.

We have to meet the same difficulty that nearly all the thinly inhabited sections of the State labor under, viz.: of maintaining schools where the number of scholars is so small that in many instances they fail to exhibit that degree of energy and ambition among the pupils which we think would be seen if the number of scholars was twice as large. Our experience leads us to believe that a school of twenty or twenty-five scholars will make better progress, with the same teacher, than one of ten or twelve scholars. We see no way to obviate this

difficulty but to lessen the number of schools, which we think could be done with advantage to our children and all concerned.

*School Committee.*—F. B. BLODGETT, WM. H. HARRIS, WM. L. WEBBER.

### LONGMEADOW.

Our educational system in Massachusetts is going through a transition state. The tendency is toward better organized schools, a graded system, more thorough and systematic study. As we become more and more a manufacturing and commercial people, the process goes on of centralizing wealth and enterprise and superior educational advantages in our cities and larger villages, and so to create an unfortunate disparity in respect of such advantages between these centres and our smaller towns. Palatial school-houses, well-paid teachers, the best of school furniture, and all helpful conveniences, the professional enthusiasm and rivalry created by favoring circumstances, conspire to place the city schools in marked contrast with their neighbors of the rural towns. And yet for the younger children, and all the way previous to the High-School education, the country towns afford certain superior natural advantages, the basis of an unconscious education given by rural surroundings and associations, which go very far to square the account.

It certainly becomes us to appreciate these advantages, and to add to them all the direct and positive educational helps that we can possibly command for our children. Up to the point, at least, where a High-School education begins, and so far as the Primary, Intermediate and Grammar School stages of a graded system carry the pupils of the city schools, we may and ought to have substantially as good privileges for our children. But to arrive at this point, we have yet much to learn and much to do.

We desire that this report shall be read and accepted, not as a mere form and dead letter, but as the basis of consideration and discussion; or, if it cannot be accepted and approved, let us know it, that we may resign, and make way for those who can better carry out your views. Therefore, we proceed to state some principles which constitute our policy of action in the management of schools.

1. We desire to have them shaped towards equality of school privileges, so that every child in the town shall have, as far as possible, equal rights and advantages of education.

2. We wish them shaped towards increasing thoroughness and system in study; to have the school work laid out more definitely and progressively; to have it understood what the teacher is expected to accomplish; to have the scholars understand that they are not to



choose for themselves as to their classes and studies, but are to move on according to a regular course of study. When it is left to the individual judgment of each new teacher, and when the teacher is new about every term, the pupils are too often put back, and made to go over old ground, or else their own account of their former progress and classification is accepted, and they are allowed to go blunderingly on over new ground which they cannot fairly master. Thus, for want of any definite course of study, and on account of this self-appointed classification, and the presumed freedom of the scholar to take more or fewer studies, and to be in or out of the school as he pleases, many schools are sadly disorganized, and the time, money and labor expended on them in great part wasted. It is not feasible to introduce at once a thoroughly graded system into our scattered schools. Convenience of access demands that they should be more or less of a mixed character, and the classification cannot be as systematic as in the large centres of a dense population. It must necessarily be less rigid and more pliable to our varying circumstances. Some allowance must be made for the greater fulness of our winter schools, and the fact that some pupils have their main and almost only chance of education in the winter term. Out of these very peculiarities in our circumstances, there is laid a special responsibility on the committee to look after the best possible organization and classification of the schools. And if this end is to be secured, the main responsibility must be vested in the committee. With them must rest the final decision. For if the individual scholar is to decide, or the individual parent, or it may be, the young and wavering and inexperienced teacher, aside from the supervision of the committee, there is confusion and disorganization. Thorough work in the school will be frustrated. The scholars will have it their own way, and it will not be the best way. One will say, "I am going to study this, and nothing else," and another will bring word, "My mother says I needn't study that," or "I must read in the first class." And so by the time all the determinations of both pupils and parents are made known, that school will be reduced to the condition of a ship that has a dozen captains and no helmsman. Somebody must have the final responsibility of school management. It cannot be scattered or divided without being frustrated. Whose shall it be? The law vests it in the committee, as the chosen representatives of the town, and nowhere else. We wish this point to be carefully considered by every citizen. When you elect your committee, consider well the nature of the trust that is to be confided to them. Choose the men whom you judge to be capable of the trust, and none others; and then, having confided it to them, let them exercise it according to their best judgment. It is a difficult and responsible office, and not, in the general view, very desirable. It has no emoluments that make it

attractive. The circle of those who are qualified for it, and can be induced to accept it, will be small, at the best. The only positive rewards and encouragements connected with it, must be the testimony of one's own conscience, and the gratification of a public-spirited desire to serve an important public interest. Under these circumstances, is it not good policy, for the common welfare and the best interests of our children, to stand by those whom you appoint to this trust, even though, in your judgment, they sometimes commit mistakes? In such cases we should be swift to hear, on more sides than one, and slow to speak, giving ample time for inquiry and consideration.

3. We think that the key to all permanent success and progress in our schools is to be found in the most careful and wise forethought in the selection of teachers. The general statement is sufficiently trite and obvious. But to be more particular, it is our aim and intention, as your committee, to secure, whenever possible, trained teachers, such as can not merely pass an examination as to their book knowledge, but such as understand the art of teaching, having the requisite tact, energy, common sense and executive ability to organize a school, and carry it on from step to step in solid acquisition, in the symmetrical development of the various mental faculties, and in the formation of correct mental habits. All this is no easy thing to do, but it all belongs to the art of teaching well. Such teachers are not to be had without searching for them, and they must be paid according to their fair value, as measured by the remuneration given elsewhere. Cheap teachers are usually those whose training has been cheap. If a teacher has taken pains and spent money to furnish herself for her calling, she has the right to a fair remuneration, and it is for us to decide whether we will pay it, or save the difference by employing unknown and inexperienced teachers, who, although cheap, are either worth far less than their cost, or, if they develop valuable capacities by their first experiments with us, are bid away from us by higher offers as soon as their value is ascertained.

Our aim is to secure thorough and progressive teachers, rather than merely popular ones. There is a distinction here, which many who here only what their children say, and never inspect the school, save at the closing examination, so called, fail to appreciate. They are unconsciously deceived by the fact that the teacher is popular, personally admired, and beloved by the children. This is indeed a beautiful and desirable requisite; but there is another, still more important, viz.: thoroughness of study, and the formation of good mental habits. We have repeatedly inspected schools where the teacher was amiable and popular, and also faithful, according to her best knowledge of the art of teaching. But there was very little of actual and positive education accomplished. Beyond the training of the memory in a parrot-

like recitation of rules and words, the results were very meagre. The pupils were so kindly and continually helped over hard places, that they failed to learn the first lesson of a true education, which is self-help.

5. We aim to secure an equality of school-houses, school conveniences and apparatus, so that our teachers throughout the town shall have all desirable helps to make their instruction tell to the best advantage. Since we adopted the town system, improvements in this direction have steadily gone on. The poor and dilapidated houses of Nos. 4, 5, and 6, have given way to neat and commodious ones, and this course of improvement will be carried on till the whole town shall be well provided. It promises to be done with uniformity, quietness and dispatch, such as could not well have been expected under the old system, when each district built its own school-house by assessment on its own property.

Such, in general, is the policy which seems to us desirable to be pursued. Does it accord with your views? Shall we have your support and confidence in carrying it out? If otherwise, if our views are in advance of, or in opposition to the general desire and purpose of the town, it is but just that we give way to others who can more fairly represent you. And it would also be just to ourselves to retire from a position, in which, if true to our own best judgment, we might create reaction, and perhaps injure the cause that we are honestly endeavoring to benefit. Whoever be your committee, it is desirable that they have a policy, that they clearly state it, and that they feel assured of the general confidence and approval of those whom they represent.

*School Committee.*—JOHN W. HARDING, D. E. BURBANK, SUMNER W. GATES, OLIVER WOLCOTT, JOHN C. PORTER, LUTHER MARKHAM.

## MONSON.

*Primary Schools.*—The committee feel that the importance of this grade of schools, and of this element in our mixed schools has not been appreciated. The general impression is that anybody can teach A B C scholars,—and indeed that scholars are not much to be considered until they get into studies—as though the elements of all knowledge do not deserve the name of study.

We are fully persuaded that this is the most important element in our schools. We believe that we must begin here if we would improve our schools. Here the foundations are laid. There are no years of school life more important in the mental and moral development of the child than the first four years. Deficiencies and mistakes in the instruction during this period it is difficult, and often practically impossible to correct. It is wonderful how little this truth has been regarded

by parents in general, and even by those who are directly interested in the cause of education.

If we are going to have any poor teachers, any who are inexperienced or who teach for the money, and have no love for the work and no enthusiasm in it, let us put them over the older scholars, where there is at least a chance that the teacher's thoughtlessness and inefficiency may be counteracted by the partially matured sense of the pupils, and not be impressed indelibly on the minds of little children.

It is absolutely impossible to make good schools out of material already spoiled. Hence the best teachers in the higher grades cannot counteract the evil influences of poor teachers in the lower grades.

*Number of Terms.*—Having the school-year divided into three terms is evidently of great advantage. It prevents that long vacation of four months, in which the children forget nearly all they have learned.

The schools keep their organization better. Several of them have not been compelled to break up their classes at all; but continue the same classes, sometimes increased, sometimes diminished, through the year. This is an incentive to regular attendance, term after term, which will quickly be felt.

We notice, too, that the interest, even in the older scholars, is better retained. They are more ready to enter heartily into their studies, and do not lose so much time at the beginning of the term.

*For the School Committee.*—C. B. SUMNER.

### MONTGOMERY.

We agree with the committee of last year that just what length of school the law requires is insufficient. There is need of at least eight months school every year in all the districts, which could be furnished at such seasons of the year that nearly all of the children over five years of age could easily attend. And if the town would furnish two months more school a year, in a very few years the condition of the town would be enough better to more than make up for the extra expense of the schools, and this would give all an equal chance to receive the full benefit of the school money.

*School Committee.*—LAURENS CLARK, D. H. KAGWIN.

### PALMER.

In accordance with a provision of the statutes, the school committee hired a man to carry certain children of the Hastings School to the Foster School-house during the winter term. There were two especial advantages in this plan. It effected a saving of from forty to fifty

dollars. It also gave a school in the Foster district approaching much more nearly to a fair size, than either would have had they been kept separately.

*School Committee.*—B. M. FULLERTON, SILAS RUGGLES, L. F. SHEPARDSON, T. A. LEETE, E. B. GATES.

### SOUTHWICK.

*Agency.*—The Visiting Agent of the State Board of Education, Mr. Walton, has visited this town twice, and been in nearly all of the schools. He has given lectures to the teachers, explaining the Normal method of teaching, and while we are aware that this town has received more than its proportionate share of his time, we appreciate the benefit the schools have received from his labors, and think if the State would send out more such agents, that all the towns and schools might be visited, and the cause of education would be very much benefited thereby.

*School Committee.*—WM. L. SAUNDERS, JOSEPH PALMER.

### SPRINGFIELD.

The school for "mechanical or industrial drawing," established in a small way, two years ago, numbered last year one hundred and seventy persons, mostly men, and embraced twenty-six different trades or occupations. More than half of the men, however, were carpenters or machinists, and the ages varied from fifteen to fifty-three, though more than half, one hundred and seven, were between twenty and forty years of age. The school the present winter is in charge of Mr. Emery, who is assisted by Mr. Brewer, and numbers about one hundred and forty. It was expected that the number would become less after those who had never had such opportunities had enjoyed them for two or three seasons. To give a wider scope to the subject of drawing, Prof. Geo. E. Gladwin of the Free Technical Institute of Worcester, was secured to give to this class in October and November a few lessons in free-hand drawing. Those lessons were highly prized by the class and were very profitable, and much regret was expressed that they could not be longer continued. He also met the teachers of the Public Schools and gave them a lesson of two hours' length on Saturday mornings. With very few exceptions the teachers entered heartily into the work, and cheerfully gave their time and attention not merely that they might be better teachers of drawing but better teachers of other subjects. On account of the not very firm health of Prof. Gladwin, and the pressure of duties at Worcester, the course was somewhat shortened, but it is expected that the lessons will be resumed in the spring.

Early in December an Evening School was opened in the chapel upon State Street, and Mr. Clark, who has for several years had the care of it, was again employed. As the room, if furnished with ordinary school furniture, could not accommodate the numbers who wished to attend, and as all the recitations must be heard in one room, the room was supplied with board tables extending the length of the room, and the teachers give individual instruction as may be required, and rely very little upon the ordinary class recitation. Although this course would not have been chosen for its own sake it has some advantages. It brings the scholars more directly under the influence of the teachers. Eighty-five young men and women are in attendance, some just learning to read, others considerably advanced in their studies. Mr. Clark gives the school the credit of studious, orderly habits and great desire to learn.

Last winter, Mrs. Field, a professional reader, was employed for twelve weeks to give special instruction in reading. She gave one day a week to each of the Grammar Schools, and at the close of the day an hour to the teachers in the group. She was very enthusiastic and a new impulse was given to the subject. She made special effort to secure correct position and natural conversational tones. To teach a boy to stand upon his two feet in reading or in other recitations, and to do it so habitually that he will not think of standing otherwise, or stand otherwise without thinking, is no easy matter. Many a man does not know how to stand upon his two feet under such circumstances. To secure easy, natural tones in reading and in recitation is also very difficult. These unnatural tones on the part of the pupil have in days past undoubtedly been fostered somewhat by the unnatural tones of the teacher.

Teachers have asked questions not as they would ordinarily ask for information, but to see if the child knew the answer, and the child has hurled back his reply, as he would simply to give information but to show that he did not know the answer, and thus the element of naturalness was wanting in both question and answer. Teachers have for the most part left off "the school-room tones," and ask questions in school as they do elsewhere, but pupils have not entirely. There was, however, improvement in this respect under the instruction of Mrs. Field. The attention of teachers was directed to the fault. Many of them took private lessons and in some of the schools the improvement in reading has been very marked. There is, however, a want of familiar conversational pieces in our readers, a want seriously felt by many of our teachers.

Early in the spring term the attention of some of the schools of lower grade was turned to the study of leaves and flowers. A lady, Mrs. Owen, greatly interested in such subjects and abundantly qual-

ified to interest others, found a few of the teachers more than willing to give a little time to some simple exercise, and to encourage their pupils to bring in plants, leaves and flowers, and to teach the simple facts about them. The children became very much interested, and a new world of beauty was opened to them—a world which too many never enter. The little time required was more than compensated by the awakening of their minds and by the new zest given to study, and I trust that other teachers will seek to do the same work the coming season. God's book of Nature is open to us everywhere, and we may find pleasure in its study if we will but learn its language.

*Superintendent of Schools.*—E. A. HUBBARD.

### WESTFIELD.

*Truancy.*—The crowning evil with which all our teachers find themselves obliged to contend, and one which places an effectual bar to anything like a satisfactory progress in the schools, either collectively or individually, is truancy and absenteeism. The former pertains for the most part to those schools located near the village, where opportunities are afforded those who are so inclined to evade the vigilance of their parents and teachers, and spend a large portion of their time in the companionship of evil associates, through whose influence they acquire vicious habits and tendencies which are very likely to result in much harm to them. Although absenteeism is by far too common in our graded schools (and careful observation inclines us to the belief that in the vast majority of instances it occurs from carelessness and indifference on the part of parents, rather than from the pupil's aversion to attend to his school duties), it is in the small mixed schools that this unfortunate practice seems just now to be most damaging; indeed, in the agricultural districts during the farming season the already diminutive school is so depleted by retaining the larger scholars for purposes of labor that the school-room is scarcely other than a nursery.

As a remedy for the first and more criminal of these evils we recommend that the town, in accordance with statute law relating to it, adopt by-laws for controlling and punishing truancy. And to those parents who voluntarily keep their children from attending school, we desire to say that your right to control your own child is undisputed, but that control is limited both by law and moral considerations. Society, for its own protection, has a right to demand that every parent shall so educate his children that they will not only become safe members of community—obedient to rules established for its control and guidance—but valuable citizens who will do something for the race and make the world better for having been it. Society has

rights, and none are more generally conceded than those based on the universal law of self-defence; and in accordance with this doctrine, those states and nations most advanced in moral and intellectual culture believe that in no way can they so surely secure to their subjects the benefits of a good government, and perpetuate its institutions as by generally diffused education—compulsory if need be.

No one doubts the interest of the parent in his child, and to suppose that the father and mother would not make great sacrifice for their children would be unreasonable, but we are led to conclude that there are in our midst a large number who do not clearly recognize the importance of constant attendance at school. Of those we ask if they can reasonably expect to make good farmers, or mechanics, or clerks, or even be tolerable at anything by giving to their vocation a sixth or a third of their time? A person of any sense knows better. Why then expect any semblance of scholars in your children by sending them to school half the time. By such a course of irregularity and inattention to the legitimate business of youth, they not only fail to procure for themselves the education that society demands, but what is of much more importance, they do not acquire habits of industry and attention to business. To the average person thus meagerly equipped and poorly prepared at the outset, life will rarely be a success except by the fortunate concurrence of circumstances.

*Vocal Music.*—Previous to two years ago singing had been taught in our schools only as an exercise, at the pleasure and discretion of the teachers, it being not one of the studies of the course. At that time Miss Kingsley was employed to teach vocal music as a science in all the schools so located as to be accessible. The result has been in a high degree satisfactory to your committee.

Experience has shown the fallacy of the antiquated notion that only the favored few who have the special aptitude can sing or teach singing, and its contradiction may be found in many school-rooms. In a recent Boston school report it is stated that only "seven out of the two hundred and fifty-one teachers failed to teach singing satisfactorily. And that those teachers that were regarded as superior in other branches obtained the best results in music." Such statements cannot but encourage all teachers to make at least an effort to obtain sufficient musical education to teach successfully in our smaller schools. As an aid in disciplining, teachers will find that it more than repays, and its refining and elevating tendencies will be quite as pleasing and satisfactory to the instructor as beneficial to the pupils.

*Drawing.*—Teachers in all schools ought to be able to teach drawing to the extent required in their grade; for it is now admitted by all educators that drawing should be introduced into the schools of all grades and made a subject of Common-School education. In accord-



ance with this demand our State Normal Schools are furnishing teachers no less prepared to give instruction in drawing than other branches of education. Of course, as in vocal music, the perfection of system will not be attained nor the best results produced until a generation educated in drawing from the Primary Schools up, shall occupy the position of teachers. For those who have left the Common Schools and become artisans and mechanics, the law provides that the town may, and, if of more than ten thousand inhabitants, shall furnish instruction in drawing. To this numerous and worthy class such instruction will furnish valuable aid, and enable them to attain a higher degree of perfection in their various trades. We therefore recommend that the town appropriate a sum sufficient to establish a school for the teaching of industrial or mechanical drawing. An Evening School of this character will best suit the convenience of the class to whom it is desirable to furnish the instruction, and if once organized it will doubtless be largely attended, and the resultant benefits far outweigh in point of value the cost of its establishment.

*School Committee.*—J. H. WATERMAN, J. G. SCOTT, HENRY HOPKINS, M. M. LLOYD, HENRY FULLER, P. L. BUELL.

### WILBRAHAM.

*Compulsory Education.*—Every tax-payer has the right and ought to demand that the money which he pays for any specific purpose should not only be spent economically, but should accomplish, as far as possible, the object for which he pays it. If it is just (and we believe it is) to compel a man to pay a tax for the education of each child, is it not equally just to compel each child, by constant attendance, to make a proper use of the money so raised?

View it in another light. "The law does not take a man's property or allow it to be taken, without an equivalent rendered." A note is not legal unless it contain the words "value received," and if the person who gave the note can prove there was no equivalent, he can successfully resist payment. On the same principle may not a tax-payer demand as an equivalent for his school tax, that the child shall attend school? He has built a school-house, he pays the teacher. His property has been taken, but where is his equivalent? Not in the school-house, if the child does not enter it. Not in the power of the teacher to influence the child for good if the child does not meet the teacher.

Has the parent any right to keep the child from school, and to deny him the advantages which our Public Schools afford?

*School Committee.*—A. B. NEWELL, G. T. BALLARD, MARTIN S. HOWARD.

## HAMPSHIRE COUNTY.

## AMHERST.

By the present system of grading and classifying, we are able to employ more female teachers and more permanent teachers than formerly.

However diverse opinions may be in other respects concerning the sphere of women, all are agreed that they are peculiarly fitted to teaching. Who could wish to commit our Primary Schools to the sole care and instruction of men? The ability to read character and to understand the ways and wants of children, the patience and discrimination and tact necessary to bear with and manage and draw out the young mind, preëminently belong to women.

Our Grammar Schools, I believe, are quite as successful in the hands of female teachers as they would be under male teachers. Even in High School, the female teachers are not behind their principal in gaining the respect and good-will and obedience of their pupils. Yet, if our schools were not graded, it would be found very difficult, if not impossible, to control them as we do now with only one male teacher for the whole town.

Now, instead of having a female teacher in each of the schools in summer and a male teacher in many of them in winter, as formerly, thereby making both teachers and pupils begin their work anew and as strangers each succeeding term, the larger part of our teachers continue at least a year, some of them several years, in the same school. The immense advantage of this must appear to all.

The schools in the outer and sparsely settled parts of the town cannot complain of injustice done them the past year in the quality and permanency of their teachers. I have tried to get just as good teachers for the smallest schools as for the largest. I have employed some of our best teachers in these schools during the whole year, whom I wanted for larger and more responsible positions, but whom I kept where they were because I would not have the ends of the town feel that they were hangers-on or feeders of the centre. And I have done this, I think, with quite as much wisdom and justice as expediency.

The outer parts of the town, being so remote, cannot avail themselves so fully of the higher grades of our schools as does the Centre. Therefore they ought to have in their lower grades of schools the highest grade of teachers.

*Superintendent of Schools.*—F. P. CHAPIN.

## CUMMINGTON.

We have been compelled more than once the past year to examine teachers at the school-house, after the opening of the term. The coming year we hope to see every teacher present for examination, on the days designated for that purpose. We propose to examine all teachers before a majority of the committee, and to recognize no school which a teacher enters without examination.

Never have we been more deeply impressed, than during the past year, as we have seen the various teachers engaged in their work, of the real advantage that those of high literary attainments possess over those of medium or indifferent scholarship. We mean by this something more than a mere knowledge of the studies pursued, or familiarity with the various text-books in use, for the teacher must go beyond and outside these, for knowledge of every kind is of value in the teacher's work. It has been truly said, "To fit one for this high calling there is need of the most careful preparation and conscientious devotion."

While one teacher will so conduct the recitations as to constantly call forth thought, and inspire the pupils with a love of study, another, with text-book in hand, merely reads the questions and requires answers verbatim from the same. The latter are not "masters of the situation," they do not instruct, but merely hear the pupils recite.

*School Committee.*—L. C. ROBINSON, W. W. MITCHELL.

## EASTHAMPTON.

To give a thorough education to all of our youth, is indeed a great and difficult work. It is not a work of the school committee and teachers only; there is work for all interested to do. The coöperation of every one is needed. Parents have a very important part of that labor to perform in assisting and encouraging their children on in their tasks, and to see to it that they are regular and punctual in attendance at school. They cannot shirk their responsibility. It needs but an inside glance at our schools to select those scholars whose parents interest themselves in their children's progress. Every citizen, every patriot, has his part to perform. The corner-stone of this republic, as laid by our fathers, was the education of the many,—the elevation of the whole body politic. On this foundation we have grown to be a giant republic, the observed of all. The masses of Europe are crowding to our land at the rate of nearly a million in three years, many of them ignorant. Shall we take them by the hand and lead them upwards; or shall we suffer this one star of hope of the down-trodden

everywhere to sit in darkness, through our own sloth or negligence, and thereby extinguish the last hope of the oppressed of every nation? We trust every friend of education will feel that our preservation must come through unceasing vigilance.

*School Committee.*—J. H. LYMAN, Miss E. B. HINCKLEY, M. L. GAYLORD, W. H. WRIGHT, WM. G. BASSETT.

### GOSHEN.

Before closing our report, we cannot forbear to touch upon one subject, the importance of which impresses us more and more, as our opportunities for observation increase, which is the necessity for parental cooperation with, and sympathy for, the teacher.

How often the faithful and conscientious public servant, the self-sacrificing philanthropist, and the devoted ministers of the gospel, men of iron nerve and pure intentions, have entered upon their arduous duties, for which they were well qualified, with high hopes of success, which should elicit public commendation, but after partial success, and the quick ear catching rumors of dissatisfaction, and perhaps censure for fancied or magnified faults, the half suppressed and plaintive murmur is heard to escape their lips concerning an ungrateful public.

If the sterner sex, with strong natures, are thus sensitive and liable to discouragement, what think you of sensitive maidens, yet in their teens, ardent in their desires, and laborious in their efforts to succeed in their calling, and to render their service useful and satisfactory to their charge? Or those farther advanced in age and experience, bringing the benefit of their experience to bear upon the more rapid advancement and better understanding of their pupils, and using their better knowledge of human nature, to meet the different dispositions with which they come in contact, after all their labored effort, their wear and tear of patience and exhaustion of ingenuity, in controlling and educating a score, more or less, of young hopefuls, who, in far less numbers, and in their own homes, prove a tough match for parental authority, and frequently suffer penalties, which if inflicted by the teacher at school, would incur the displeasure of the parent on account of its severity. What say you of such, after enduring all this for our children's sakes, and their own? Should they not be requited by sympathy and kindness, instead of being exposed to fault-finding and censure for not always taking the course in cases of emergency, which we, in our riper years and experience, might have dictated?

*School Committee.*—T. L. BARRUS, A. BARRUS, F. E. HAWKS.

## GRANBY.

School-rooms and surroundings have been and may be again referred to. Some of them are comfortable inside and pleasantly located, while others ought to be improved very much. Three of them stand too near the highway, and all might be improved in greater degree by properly fencing the grounds and securing the growth of shade-trees, with other things, to cultivate taste and increase the attractions of the spot where so many important impressions for life are formed. It is not enough to find for our children a rude, cheerless room, prison-like, in which to be confined six hours a day, or to sit upon rough benches, where little feet seek in vain to reach the floor, because our fathers began thus, and then complain because the stupid boy is seen

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“Creeping like snail  
Unwillingly to school.”

The stranger passing through a place, or looking for a home within it, if he has culture, and looks for the best good of his family, will first cast his eye upon the church and the school-room, to assure himself of a provision made for the improvement of both heart and head. And no better mark can a man have of the thrift, intelligence and Christian morality of a place than this, or surer evidence that he will have a peaceful and happy home among them.

*For the School Committee.—R. EMERSON.*

## GREENWICH.

The value of education to a town is scarcely to be estimated. The wealth of a town does not consist merely in houses and lands, in flocks and herds, in stocks and bonds. But any town would be sadly overlooking its best investments, some of its best wealth, that should fail to educate its children, its young men and women. Knowledge is power, mental culture is mighty in its influence on society. Who does not know that a few well-trained young men and women going forth from a place to other localities add much to the character, the good reputation, the best wealth of the place they came from? The best glory of Massachusetts, her richest treasure, lies in her public men, in her educated sons, whose broad culture has been true to her interests. It has given her a name in the earth. So, on a smaller scale, the value of a town at home and abroad lies much in its educated and educational resources, in its well-trained children going out from its borders. With all its unparalleled material development what would our country be without its controlling mental force, the educational advantages of its free schools? This gives power. Into whose hands would you like to

intrust her welfare if not to her educated children? Educated, I say, not merely in reading and writing and arithmetic and geography and grammar and history and philosophy; for education means something more than this. It rises higher than this. It extends to the moral as well as to the intellectual nature of our children and youth. It extends to the whole character best fitting one for public or private life. Into whose hands would you like to have the welfare of your town or Commonwealth fall in coming years? Would it be those whose training has been to pay no regard to honor or honesty or sobriety, no regard for the Sabbath or the Bible, no recognition of divine authority? Would you be willing for a generation to come upon the stage of active citizenship who have been educated to be profane, and to pay little respect to the decencies of morality, who through all their younger years have so thoroughly caught the spirit of the age as to have little reverence for things sacred, and little respect and deference for those older and wiser than themselves? You shrink from such a result. Our children and youth, our young men and women must be educated in the broad and best sense, in conscience and moral principle, in a nice sense of right and wrong, as well as in what pertains to mere intellect, true to their parents, true to the community, and true to a worthy American citizenship.

*School Committee.*—E. P. BLODGETT, J. B. ROOT, S. D. CUTLER.

#### HADLEY.

Parents and guardians must faithfully coöperate. The family is the Primary School. Bad influences there will be felt, through the children in the school-room; nay, everywhere. We have thoughts of the words of Paul to the Jews, in connection with this matter: "Thou approvest the things that are more excellent, and art confident that thou thyself art a guide to the blind,—a light of them who are in darkness, an instructor of the foolish, a teacher of babes. Thou therefore who teachest another teachest thou not thyself?" Some men, and women too, are "soon angry," are coarse in speech, are slack in fulfilling their engagements, are given to the indulgence of debasing appetites, are evil-speakers, idlers, busy-bodies in matters that don't belong to them, and heedless of their influence upon those who are bone of their bone and flesh of their flesh. Yet we think we have known of such who could talk well about education, and show a high appreciation of true excellence in the teacher and in the school. It is a sad fact that all our teachers are troubled more or less by this kind of patronage.

Let every parent count his children his jewels, of incomparably more value than that which is commonly called wealth. Let him regard the

teacher as his helper in the improvement of his choicest treasure ; then, instead of indifference or complaint, or the lending of a quick ear to criticisms, he will be on terms of free communication with the faithful teacher ; making known any peculiarities of the child that are likely to affect her success, and ever showing desire for a full, mutual understanding. No parent can wisely take part with a child in blaming or finding fault with a teacher, until her direct and full testimony has been obtained. And even when compelled to believe that the teacher is more in the wrong than his child, a proper regard for law and order and a due estimation of the trials and difficulties incident to the teacher's work will make him cautious how he judges and condemns, publicly or in the presence of his children.

Great assistance may also be rendered by coöperation with reference to the studies pursued. It is properly made the duty of the committee to prescribe the course of study, and, when it seems best, to decide in particular cases what a child shall study, and where he shall be classed. Being intrusted with the entire supervision of the schools, they may be presumed to understand best about it. Parents, then, should coöperate with them by promptly procuring the needful books, and by keeping themselves acquainted with the progress made in study ; and even by giving direction and help, if possible, in acquiring the lessons.

*School Committee.*—W. B. BEAMAN, R. AYRES, E. S. DWIGHT.

### HUNTINGTON.

Every lover of true education is grateful for all the town has appropriated to repair and improve our school-houses. May the liberal policy be expanded. We all know that surroundings have a great and lasting effect upon our tastes and habits. Children herded like cattle, in a dilapidated shed, are not thereby stimulated to the highest refinement of manners and pursuits. While this is true of our school-rooms, the general influence of teachers is immense. Something more than proficiency in the various branches taught is desirable. We all remember how we were inclined in childhood to regard the teacher as a model of propriety as well as wisdom. Children will imitate, and ought to have the best possible models ; we cannot afford to give them poor ones.

Herein is a plea for female teachers ; they are more careful of their deportment than are the young men available for our small schools. True, females sometimes manifest a sickly affectation very undesirable ; still, the above conclusion will be considered correct. They do not spend their leisure time smoking in bar-rooms, etc. In energy and enthusiasm for their occupation they are not behind their brothers.

Energy does not imply that noisy, bustling activity frequently offered as a substitute by both sexes.

We often see real, effectual, contagious energy flash from the eye and speak out in well-controlled voice and movement, filling the school-room with its electric influence, although not attended by a peal of thunder. Indeed, electricity under good control, is not noted for its noise. Females economize time well. The better class will attend faithfully to the duties of a large school, and "find time" to do justice to all, quite as well as males. In patient, accurate attention to details, as contrasted with those glittering generalities or airy nothings which may be the glory of a stump orator, but are the bane of the school-room, none need doubt who carries the banner.

*Superintendent.*—JOSIAH H. GODDARD.

#### MIDDLEFIELD.

School committees are often applied to by young and often poorly qualified girls, or by their parents, for situations. Our advice to such parents is, to be sure and send their daughters, who wish to teach, to the Normal School. It is evident that schools taught by those who have had no other training or preparation than these same District Schools, must degenerate. The day has gone by when "almost any one knows enough to teach little children." It should be considered that every year higher qualifications are being required of teachers, and whoever takes any wise thought of the future in this respect will take pains to qualify herself to meet its demands by getting the best possible education and training. It is also worthy of serious consideration that the primary object of our schools is not to give remunerative employment to young teachers, however needy or meritorious they may be, but to educate the children sent to them—to do this by the instruction and influence of the most accomplished teachers that can be obtained.

Parents can better afford the luxury of a cultivated and refined young woman, as a teacher of their little ones just beginning to attend school, than they can afford any other luxury whatever.

It is not always possible to obtain the services of such teachers, and therefore there are open places in our schools for young teachers where they can try the experiment of teaching and develop their fitness for the work. It often happens that when young and inexperienced persons are, by force of circumstances, placed in charge of schools, all thought of further preparation is abandoned, the goal has been reached, and, in their opinion, there is before them an open way for anything in the teaching line. If such persons would only consider that in all callings there is a *surplus* of only *moderately qualified* persons, and



always a deficiency of those who are superior, they would exert themselves more than they generally do to prepare themselves for the best situations. No young person can afford to engage in the work of teaching only half prepared for it.

Let not parents be unduly solicitous that their daughters shall have situations in our schools, but rather let them see to it that they are thoroughly prepared for the work by giving them the best instruction and training in their power, and there will be no lack of opportunity for those who know how to teach, and none others ought to wish situations or be employed in our schools.

*School Committee.*—M. J. SMITH, CHARLES WRIGHT, C. C. THOMPSON.

#### NORTHAMPTON.

*The Government of the Schools.*—I have counselled the teachers to govern by building up in their pupils a sense of manliness and self-respect. To secure these qualities the teacher should treat the children with due consideration and affection, without distinction of nationality, color, age or sex.

Neatness of the school-room, warmth and pure air, the presence of pictures and flowers, novelty in method of recitation, a call at proper intervals for a short time to gymnastic exercises, a frequent relief from confinement to the seat by some exercise at the board or chart, or by standing in reciting, as well as the influence of singing, should all be used as aids in the government of schools.

Regular and interesting employment for the pupils, the power of conscience and the love of approbation are to be relied upon in the management of children.

The pupils and parents can assist much in the successful government of the schools. The pupils should be truthful, chaste in speech, free from profanity and polite in their bearing. No pupil should excuse himself for bad behavior by claiming that others "do the same." It is his duty to do right at all times and to yield to the authority and judgment of the teacher.

I give much praise to those parents who are faithful and effective in the good government of their children at home. Those parents also aid the schools who sustain and sympathize with the teacher in her efforts, and, as a crowning climax of duty, visit the schools, thereby benefiting the teachers, the children and themselves.

The government of our schools is mainly consonant with a spirit of kindness, and thus coincides with the advanced ideas of the age relative to the treatment of children.

*Drawing.*—This most important branch has been carefully pursued during the past year in most of our schools. The directions and text-

book of the art-master of drawing for the State have been placed in the hands of each teacher, and have done essential service. Bartholomew's drawing books, the adopted text-books of the schools, have been put into the Grammar Schools, and the teachers have made the exercises not merely mechanical and imitative, but such as have required careful thought and study. I recommend that this branch should be made a part of the course of study in the High School, either under a special teacher or in the care of the regular teachers.

*The Industrial Drawing School.*—The Industrial Drawing School constitutes one of the most valuable parts of our free Common School system. It encourages a liberal culture in scientific and artistic studies on the part of the skilled artisans and the industrious mechanics, the most active and useful business element of the town. It points to more successful management of our great manufacturing interests. It stimulates to an excellency of education in things that are present, practical and useful, and tends to a nobility of labor and liberal culture combined.

During the year one hundred and four citizens have received instruction in the town Drawing School. The school has been conducted in three classes, one at Leeds, one at Florence and one at the Centre.

*The Public Library an Aid to the Schools.*—The extensive public library of the town has been made a useful auxiliary in the instruction of children. It would be well that parents and teachers should be familiar with the books best adapted to the wants of children of the various grades, and should be ready to advise and interest them therein. In giving lessons upon the ordinary branches of study, upon object lessons and in the written and spoken exercises of language, the teacher can awaken an enthusiasm in her pupils to study from the books of the library, giving thereby further knowledge of the subjects to which the mind has been directed.

I refer the members of the mechanical and industrial drawing classes to the selection of art-works upon drawing, placed in the public library for their benefit. In like manner the teachers of the town have been furnished during the year, by the kindness of the committee of the public library, with a desirable class of books on object and normal teaching, which all teachers striving to improve will carefully study.

*Superintendent of Schools.*—L. F. WARD.

#### SOUTH HADLEY.

Our graded system of schools we no longer consider an experiment, and we hesitate not to pronounce it a success. Indeed it is astonishing that a town in a State like Massachusetts should have neglected so great and obvious advantages so long.

We have too much to learn and too short a time to learn it. The graded system is a great economizer of time, saving at least one-fourth of the time required under the old system to complete any given course of study. It is order rising out of chaos.

The committee who established this system introduced a uniform and systematic set of text-books, enlarged and built respectable school-houses, raised the standard of our schools to a prospective elevation of which we begin to reap the legitimate fruits, have never received the appreciation due them.

In America we hire anything for teachers that "has a call" for the business. Young people go from the school-room to the committee for a sham examination and return as teachers. They know as much about the science as of any other real science they never studied. This is the most defective and lamentable feature of American education. In Germany no person is allowed to teach a Private or Public School who has not spent three years in preparing for the business at one of the sixty seminaries specially provided for the purpose. We shall not have the best schools possible for us to have until we have some such regulations.

*School Committee.*—NORMAN PRESTON, GARDNER COX, B. C. BRAINARD.

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## MIDDLESEX COUNTY.

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### ACTON.

As we look upon it, one of the good results of a well-regulated Common School is, that it tends to train the scholars to be good and law-abiding citizens, by forming in them the habit of implicit obedience to properly constituted authority. Did our Common Schools accomplish nothing more than this they would do a good work. But aside from this it is of course the fact that without good order there can be no satisfactory progress in knowledge. It is hardly necessary to say that a strict observance of order is as necessary in the Primary as in the Grammar Schools. Unless scholars are taught to be orderly in the lower schools, and form the habit of being so, it will be difficult to control them when they enter the higher departments.

*School Committee.*—JOHN E. CUTTER, GEORGE W. GATES, LUKE BLANCHARD, GEORGE H. HARRIS, WINSOR PRATT.

## ARLINGTON.

The method of teaching history in the High School has undergone a change which reflects great credit on the assistant having that study in charge. Formerly the recitation was from the text simply ; an easy task for a ready verbal memory, but a different one to a mind receptive of knowledge by a slower and often better process. The time and labor spent upon a lesson were disproportionate to the benefit derived, and the complaint against excessive work pointed oftenest to this duty. The present mode is, to follow the topic, fixing the facts in the mind, with less reference to the text, to encourage collateral investigation on the part of the pupil, the whole being supplemented by explanations from the teacher, who to that end has prepared herself by full reading. The result is a joint exercise for teacher and pupils, replete with profitable instruction, acquired without weariness or waste of time.

The two studies, music and drawing, are, by a wise provision of law, required to be taught in our Public Schools. Here and abroad they are placed among the indispensable branches of public education. In some portions of the Commonwealth drawing has been introduced at great expense by a plan including, first, the instruction of teachers by persons of the highest professional skill, then, mediately, the diffusion of the knowledge thus acquired through the schools. The training of the eye and hand, the knowledge of form and proportion, the practice of exact observation, which proceed from this study, have been found to be not only serviceable in mere mental habit, but of incalculable value in all industries to which art may be applied. There is no branch more deserving the approval of the lovers of practical education than this, and the town can well afford, at some cost, to encourage its thorough pursuit in the schools.

*Superintendent.*—WM. E. PARMENTER.

## ASHLAND.

The scholars should be expected to work faithfully. It is not the intention of those who have charge of the schools to ask too much of the scholars. We do not intend to force the mind of the pupil. One who has studied the subject remarks very shrewdly, that the reasons for failing health in pupils are to be sought elsewhere than in intense mental effort in our schools. "Look rather to improper food and dress, to late hours and neglect of exercise, to novel-reading and many other causes, for the explanation. Scholars, for fear of doing too much, do nothing. Idleness both of body and mind is more injurious than work." This we believe is sound doctrine.

The scholar should follow out the course of study. If the question is left with the scholar, confusion is at once introduced into the school, and the efforts of the teacher are neutralized. The real question at issue is, Shall the scholars, or those who are intrusted with the care of the schools, fix the studies to be pursued? If the scholars' wishes are to be the guides, then the town would do better to dispense with a committee, for they would be useless ornaments among the town officers. We are impatient under our school life, and unless that impatience is repressed until the scholar can see the justice of the plan, we shall be continually sending out unstable scholars, and we are told that "he that wavereth is like a wave of the sea driven with the wind and tossed." We shall not be sending out the material for useful citizens if we foster such a spirit, or give our youth an education which such a spirit would be likely to demand.

We need more thorough drill in the lower schools. Complaints which are sometimes made of the inefficiency of scholars in the higher Schools are found to be proofs, not of the fault of present instruction, but of poor preparation to enter. We must not lose our hold of the English studies. We must not be content with having the scholars learn rules; we must see that they practise them more. Compositions should be required more frequently, and from younger scholars. More thoroughness should mark every step of the work. It is with this object in view that we press an extension of the terms. The amount needed to add a week to each term will be very slight, when compared with the advantages to be derived from it.

*Superintending Committee.*—ELIAS GROUT, MARSHALL M. CUTTER, JOHN H. MANNING, FIELD, GARDNER C. PIERCE.

### AYER.

Under the graded system the average attendance is greater, and promptness in recitation as well as efficiency is more readily instilled. The unison with which classes in the same grade, though in different schools, work, when thoroughly classified, was shown at the examination of the first class of each of the Primaries at the close of the year for promotion. They answered the questions as though taught as one class, and by their promptness, manner of recitation and deportment showed careful and thorough drill by their respective teachers.

Our Primary department has been under excellent instruction the past year. We are very glad to note this fact, for in many respects our best instructors are required here. These are the nurseries of the higher grades. It is here that the child is first brought from under parental care. Everything is new and strange to them; the room, the teacher, the collection of children, school laws and school government.

Thus, besides the usual tact and skill in instructing and governing, the teacher should be especially adapted to this department that she may work harmoniously with the parent as she strictly stands in the place of the parent.

Drawing has been taught more or less in the several different departments during the year. Want of suitable rooms has prevented it to any great extent in all. In the High School it has become a very successful exercise, and we hope, during the coming year, to make it a regular exercise in all grades. It might well be used as a preliminary to writing in the Primaries, as more natural and better suited to train the eye and hand. The great Napoleon understood the great value of drawing when he said that it should be taught in all schools. It is a wise law that adds this to studies of our Common Schools. With gymnastics and other general exercises it promotes accuracy and promptness in recitation.

*School Committee.*—CHARLES BROWN, E. H. HAYWARD, B. H. HARTWELL.

### BELMONT.

How important that the teachers of our youngest children should be of the right stamp. We would say to teachers and to parents, Watch the first beginnings, be sure they set out right, above everything do not hurry. We have noticed in one of our school-rooms this motto, "Make haste slowly." No better maxim could be applied to a Primary school. We think children are sent too young to be confined in a school-room; the body needs to be developed as well as the mind. Every parent knows how difficult it is to keep a child perfectly still for an hour at a time, and the child's nature is the same at school as home. We think, in most cases, it is early enough for a child to read at seven years of age and say the multiplication table at nine, but the chances are that he will be as far advanced at sixteen as if he began earlier. If a child is old enough to feel a craving for knowledge the need of it he will advance more surely and rapidly than if he is too young to appreciate its advantages, or to see any advantage to be derived from it. We would submit, if it would not be better to dismiss all scholars under six years of age at recess in the morning and afternoon session.

*School Committee.*—DANIEL F. LEARNED, HORACE BIRD, WARREN S. FROST, RICHARDSON, WINTHROP L. CHENERY, WM. W. MEAD.

### BOXBOROUGH.

work of educating a child is something more than having him read and punishing him for his faults; it is to help him in

his studies when help is really necessary, and to teach him to help himself. It is to implant and foster a reverence to duty, to enlist the sympathies and the active powers in favor of truth and right, and to mould the mind for years of usefulness.

One of the great hindrances to success is, many persons essay to teach in our schools who have never studied this complex and difficult work, who have no true conception of what an education is, who have never studied human nature, but are totally ignorant of the diversity in the nature of children. They themselves go through the form of an education, and then go into school as a mechanic goes to his employment, to use specified and particular tools to fashion a given article.

*Superintendent.*—OLIVER WETTERBEE.

### BRIGHTON.

It is a noticeable feature in our High School, especially in the recitation rooms, that there is a marked deference shown the better sex; their language and manners naturally become more cultivated than among young men of similar ages in unmixed schools. There is an earlier appreciation of the refinement and culture of life, and if they throw away boyish things and don hats and longer coats in order sooner to become men, is it not pardonable? Even more honorable mention is due them, especially of those who have graduated from this school; they have entered into the serious concerns of life with a zest, continuing interested in literary pursuits, and thus honoring this school which has done so much for them.

Of the young lady graduates we have had a number enter immediately as teachers in our schools, and generally they have shown great ability.

In this connection it may be well to remark that to fit teachers for the varied and arduous duties now expected from them, special training is positively essential.

A young lady coming fresh from our High School cannot be expected to do as well as others who have received a special education, and the practical experience attained in the Training School.

Teaching is a high art, and the "born" teacher, even, needs the culture of a Training School or practice in other schools before she can expect to reap much good by teaching.

*Experientia docet* is a capital motto for young persons who intend to follow the profession of teaching.

If our town were larger we would like to establish a Training School. In a year or two it may be a feasible project. Until then we hope that all graduates from the High School, who intend to follow the pro-

session of teachers, will first devote sufficient time in a Normal and Training School to fit them thoroughly for the work.

*School Committee.*—J. P. C. WINSHIP, C. H. B. BRECK, JOSEPH BENNETT.

### CAMBRIDGE.

From the High School to the Primary Schools there has been a steady advance in the way of bringing in thought and casting out mere routine. More attention is given to the culture of the scholar's mind through his senses. There is less confinement to the study of books and to recitations from memory. The teacher is more true to the name, and is less a hearer of recitations. Books on natural science are in all our schools. Drawing is taught in all. Variety is given to the reading by supplementing the common readers with other books, or with newspapers, that there may be more interest in this fundamental exercise, and that the pupils may learn to read by sight. These changes were ably set forth in the recommendations of the last report, whose suggestions the committee are trying to carry into practice.

It is understood that a series of volumes of the best English literature, for reading in schools, is now in course of preparation. Instead of the disconnected fragments which are now read by the scholars, they will have in these books complete works, whole essays, poems, historical narrations, and the like. Something besides mere facility in reading will thus be acquired, and an exercise which now consists in the frequent repetition of broken selections, which soon become devoid of interest to the pupil, and after successive years are a burden to the teacher, will be now instructive, and by changes easily made will offer a pleasing variety, stimulating to all minds.

For two months in the summer our schools are closed. The teachers need the rest, and the scholars, who can be taken into the country, profit by the vacation. But it is a time of idleness, and often of crime, with many who are left to roam the streets, with no friendly hand to guide them, save that of the police. Our system seems to need vacation schools, which should be under other than our regular teachers, and in which the hours and methods of study should be adapted to the season. It is believed that a few schools of this character would be welcomed by many who cannot watch their children, and who dread to leave them to themselves.

The committee consider it very desirable that there should be a close sympathy between the public and their schools, founded upon personal visitation and accurate information. The criticisms upon the school-work, and the various measures suggested for its management in the public prints from time to time, show a laudable interest; but the advice is often crude and impracticable, and the comment ill founded.



It is the privilege and the duty of citizens to watch those who are administering their affairs, and aid them in all ways. This will be done with most success through personal interviews with the committee or the teachers, or with the superintendent of schools.

*School Committee.*—HENRY O. HOUGHTON, *Chairman ex officio*; ANDREW P. PEABODY, HENRY P. WALCOTT, ALEXANDER MCKENZIE, EDWARD R. COGSWELL, HENRY HINCKLEY, CHARLES J. MCINTIRE, ANSON P. HOOKER, AUSTIN J. COOLIDGE, WILLIAM A. MUNROE, GEORGE R. LEAVITT, WILLIAM A. HERRICK, PHILIP R. AMMIDON, WILLIAM A. START.

All the knowledge of material things must come through the senses; and long before the child enters the school-room his education in this direction begins. In the acquisition of language, too, he makes wonderful progress in the few years of his life previous to entering school, but not unfrequently when he becomes a pupil his growth in this direction is dwarfed and stunted by the unskilfulness of those in whose care it is his misfortune to be placed. In this subject of language, it is universally conceded that great weakness exists throughout all the grades of our schools.

With the design of giving some aid in this direction, so far as regards the Primary Schools, that most excellent juvenile magazine, "The Nursery," has been placed in every school-room. It is expected that it will be found a valuable acquisition.

In the last annual report, attention was called to the excellent features of Dr. Leigh's phonetic system of reading. This system has been taught in the Training School since its establishment, and always with the best results. In view of the fact that this method of teaching reading has met with such success wherever it has been tried, both in this city and elsewhere, would it not be well that the various sub-committees should be authorized by the board to introduce it into the schools under their charge in such cases as they may deem advisable?

*High School.*—By recent changes in the High School building accommodations are secured for about four hundred pupils. The school has now ample room to meet its present wants.

Among the regular studies of the school, drawing, under a most successful teacher, now holds a prominent place. It is a required study in all the classes with the exception of the first college class. The results thus far have been most satisfactory. Some scholars, unsuccessful in other studies, have done well in this; and, through the encouragement which they have thus received, they have been stimulated to better work and better results in every other department.

The changes in the classical course, a few months since, contemplated five years in the preparation of the college classes; and in the present programme French and physics are included as required studies. The

pupils who are able to take four studies instead of three, can complete the course in four years, as formerly.

By a recent vote of the High School committee the modern pronunciation of Latin has been adopted throughout the school.

The High School is fully sustaining its high reputation as a classical school, while in the English department the work is equally excellent. With the two separate courses,—the full English course of four years, and the shorter course of three years,—with the freedom allowed in the election of studies, the High School offers superior advantages to those who desire to lay the foundations of a thorough education, as well as to those who wish to prepare more immediately for active business.

It is a fact of much significance that the number of High School pupils who annually enter the Institute of Technology in Boston is about the same as the number fitted for college; showing that the work of the High School, as a preparation for an advanced English or scientific course, is well appreciated.

*Training School.*—The class in the Training School at the present time numbers twenty pupils, and the Practice School has nearly its complement of members.

All the work done in the Training School looks more or less directly the one end of supplying the Cambridge schools with able and intelligent teachers.

This work divides itself naturally into two distinct kinds: study as how to do, and the actual doing of school-work. With regard to the former, the studies pursued in the Primary and Grammar Schools are taken up grade by grade, and examined, first,—and as briefly as is consistent with thoroughness,—with reference to their inherent principles; and, secondly, with regard to methods of teaching them. Systematized object-teaching, as the natural method in education, and as illustrative of true principles in all teaching, is carefully studied in all its forms,—color, size, weight, shape, &c., as learned from and applied to objects, qualities of material substances and objects themselves with regard to their individual details.

The work of teaching in the Practice School is carried on with every advantage. The school is large, affording to the practising teachers classes of sufficient size, and the children themselves represent fairly the average Primary School. As an assistance in the work of teaching, the young ladies observe the work of the teachers of the school; and in this way learn the valuable lesson, how and what to observe as teachers.

While a Training School cannot rightfully take into its curriculum any studies having for their sole purpose the individual culture of its pupils, it is yet found advisable to pay some attention to studies other

than those already mentioned. Every day more is demanded of teachers, in the the way of intelligent teaching ; and the intelligent teaching of our time seems to be characterized particularly by one happy symptom,—the tendency to simplify the beginnings of natural science so that little children may have some real knowledge of, at least, plants and animals, which are the familiar representatives of natural science to them. But it is only the student of science who can properly simplify it, and therefore the importance of a systematic study of zoölogy and botany—so far as they may be unfamiliar—by those intending to be teachers.

That it may not be left to the inexperience of teachers to discover, with labor to themselves, and with injury to their pupils, the laws which govern mind and body, the subjects of intellectual science and physiology are included in this course. The development of the mental powers in the average child is so sure to be in certain chronological order, that the facts might almost be tabulated for a teacher's daily guidance. A knowledge of these is of the highest importance to success in teaching. Many a lesson is a failure from the simple fact that the teacher has overestimated the reasoning faculty in the child, has miscalculated his power of abstraction, or has undervalued the hold upon him of things actually seen, touched, tasted or heard.

Equally many a restless school is simply a school too hot, too cold, or too stifled,—the important question of moral discipline, as well as that of health, having a direct dependence upon physiological facts.

An important adjunct to a teacher's usefulness in the school-room is the power to draw on the blackboard with facility, even though it be hastily and roughly. If she can sketch readily and correctly a butterfly, bird, beast, a house, chair, table, pitcher or vase, to illustrate the reading, the number or the object-lesson, she has a delightful and convenient substitute for objects themselves, in cases when it may be impossible to obtain them. Children have naturally a strong creative instinct, and take an always new pleasure in watching a picture grow up under the teacher's fingers ; and she has, therefore, in this simple accomplishment a strong hold on the interest of her class. This involves no question of artistic talent, but simply such a training—possible for all—of the eye and hand as shall lead to the production of simple outline forms. The method in use in the Training School is the invention of a German artist, and, though but little known in this country, has been very much admired in Germany for its simplicity and efficiency. Many years ago Horace Mann made an effort to introduce it into some of the Massachusetts schools, but it was in advance of the needs of the schools, as then understood, and met with no encouragement. The correct teaching of this method supposes each pupil supplied with a set of twenty blocks, constructed on the measure of a cubic inch. These

are grouped in various ways, from the simplest arrangement of a few to the most complicated arrangement of all. Each pupil draws simply what she sees, beginning with the front faces of blocks placed parallel to her, and progressing by making use of every possible position into which rectangular blocks may be placed. She thus learns, by actual practice, the rules of parallel and oblique perspective; her eye is educated to a critical perception of the appearance of objects and her hand trained to express in lines the apparent proportions of her subject. When we consider how many familiar objects may be drawn upon rectangular prisms as construction lines, we see at once that the teacher has a power of object-drawing which is the natural outgrowth of this elementary practice.

Perhaps, as regards the general work of the school, no better information can be given than is included in a statement of the subjects which come into the yearly programme:—

Study of methods of teaching,—including an examination of the fundamental principles of the subject itself,—in reading, spelling, writing, arithmetic, through the Grammar School programme; geography, in all its distinct branches; color, form, objects, size, weight, sound, which, of course, includes music; language, which, in its advanced steps, is grammar; the human body, animals, plants; drawing (Bartholomew's, Krusi's Inventive, Walter Smith's Free-Hand, and Kindergarten).

Also the following special subjects:—

Zoölogy including physiology, botany, intellectual science, school discipline, school government, school regulations of the city of Cambridge.

A large proportion of the time is taken for the teaching and discipline of the Primary classes. A considerable part also for observing the teaching of others; and, when their progress makes it advisable, visits to other schools are allowed.

The Industrial Drawing School, which has been very successfully carried on for two years, is just at present temporarily suspended; but the sessions will be resumed at the earliest moment that permanent quarters can be obtained where articles of value belonging to the school may be properly arranged, and where the different classes may have suitable accommodations for their work.

An order has passed authorizing the purchase of models, casts and copies of various kinds for this school, and they will doubtless be received at an early day.

*Superintendent of Public Schools.*—E. B. HALE.

## CHARLESTOWN.

The discipline of our schools must be preserved, and the best teachers are sometimes obliged to resort to extreme measures. But an examination of the monthly reports shows very plainly that, as a rule, the frequent use of the rod indicates inexperience or incapacity on the part of the teacher. No teacher can secure discipline without manifesting superiority of some kind. When intellectual or moral superiority is not apparent, physical superiority is a necessity. Like all other improvements, those in discipline will come, if they come at all, through teachers who are better qualified for their work, by a more thorough knowledge of the subjects taught, a wider range of illustration and a clearer insight into the workings of the youthful mind.

Previous to the appointment of "truant officers" no report of the school committee was deemed complete that did not refer to the baleful influence of truancy upon the schools. We are happy in being able to state that this influence is reduced to its minimum by the efforts of our truant officers, Messrs. White and Wooffindale, who, in the discharge of their frequently difficult duties, have manifested marked energy and discretion. We believe it to be the unanimous sentiment of the superintendent and teachers, that these officers have been of great assistance in preventing truancy, as well as in the general discipline of the schools.

Although drawing was formerly considered by a majority of people as a needless accomplishment, the opinion is steadily gaining ground that it is of intrinsic practical value and should be made, as it has been by law in this State, a part of regular school instruction. Without going over the ground traversed in former reports, and in the reports of the superintendent, published herewith, we would express our conviction that while pupils may vary in their aptitude for this study, as in other studies, drawing can be learned by all as readily as arithmetic, grammar or geography. This was clearly demonstrated at the exhibition of drawing, in which every class of our schools was represented; and the Evening Industrial Drawing School, the privileges of which are availed of by so many of our mechanics from year to year, shows the practical adaptability of this study to the wants of the mechanic and the artisan.

*Evening Schools.*—There is no doubt that these schools have accomplished all the good which could reasonably be expected of them under the plan by which they have been conducted; but we are not sure that Evening Schools are not capable of exerting a much wider beneficial influence in the community under a more extended and complete system of instruction. It is a question worthy of serious consideration.

by the prudent tax-payer, as well as by the philanthropist, whether it would not be economical in the end, as well as tending to the moral and intellectual elevation of a large class in the community, for the city to offer pleasant and attractive accommodations for young men to pursue any branch of knowledge for which they may have a taste, and thus induce the withdrawal of large numbers from the streets or exceptional places of resort during the perilous evening hours.

The State has already acknowledged its obligations in this respect, in requiring industrial drawing to be taught, and in the same spirit the governor of Massachusetts, in his message of 1872, recommends as equally important to the mechanic, a practical acquaintance with mathematics, chemistry and the specialties of mechanism.

Applying the same principle in another direction, the establishment of an Evening School for practical instruction in book-keeping, etc., would undoubtedly be of much benefit to a large number of young men and women in our city.

Without committing ourselves upon the question as to the proper limits, beyond which it ceases to be the province of the public to provide free instruction, we would simply state that the opinion is evidently gaining ground that "we shall not reach our highest development until our elementary and classical schools are supplemented by institutions for instruction in the industries on which our prosperity so largely depends."

*School Committee.*—WM. H. FINNEY, GEO. H. MARDEN, JAS. S. MURPHY.

The fact that a knowledge of grammatical definitions and rules, with the ability to analyze sentences and parse words, does not enable the pupil "to speak and write the language correctly," has brought the whole study of grammar into disrepute, and many teachers have even suggested the expediency of dropping it from the course in our Grammar Schools.

Believing, however, the fault to be in the mode of teaching it, rather than in the subject itself, I stated to the teachers of the Grammar Schools at the beginning of the year, that in the examination for the High School, half the percentage would be given for a knowledge of Principles and half for the application of principles in written composition. In some of the schools much attention had been given to composition before; but I think, in nearly all, the fact that the pupils' knowledge of grammar was to be subjected to this practical test has operated to make instruction in this branch much less abstract and technical. At any rate, the results of the experiment have been very successful, and the compositions, which I have carefully examined, are highly creditable to pupils and teachers. I think no one will object to such a study of grammar as enables a person "to write correctly."

*Methods of Instruction and Course of Study.*—In my last report I stated that “the prescribed course of study and methods of instruction in all our educational institutions are the subjects of discussion, and modifications of our systems are appearing in every department, from the Primary School to the College.” This is true not only in our country but in Europe. Even despotism has been driven to the adoption of the principle of universal education, if not for the benefit of the individual, for the welfare and efficiency of the state. With us, it originally took the form of a right inherent in those who were subject to law, and liable to be called on to make or execute it, no less than a necessity to self-government and the perpetuation of our free institutions. The difference in origin and motive accounts for the fact stated by Professor Smith, “that the superiority of our elementary system of education gives us a more intelligent community, while our industrial education is inferior to most of the countries of Europe.” Accepting this as a true statement of fact, it shows that the dissatisfaction with present methods and results is not an indication that our past and present methods are radically wrong, but that whatever evils exist are rather those incidental to a partial development.

Undoubtedly, in the practical working of the system, there have been and are faults in methods, which our Normal Schools, Teachers' Institutes, conventions and educational journals should strive to reform.

Perhaps, however, the greatest obstacle to improvement in methods is the fact that so many teachers have but an imperfect knowledge of the subjects they are required to teach. They naturally follow the text-book, and perhaps it is best they should, if they teach at all, for beyond that they will be very likely to go wrong. I know it is common to berate text-books, and lay the fault of bad teaching at their doors; but I have noticed in our conventions, that when some intelligent and progressive teacher gives us a good lecture on the best method of teaching grammar, or English literature, suggesting modes that will take us from the routine of the book, and give an ampler, less technical and more practical knowledge of the subject, some one is almost sure to dispel the charm by stating that this is all very well in theory, but that not more than one in a hundred of the teachers of the State has such a knowledge of the formation and development of the language or of the characteristics of our literature as to be able to put it in practice. I believe that text-books, even if imperfect, in the hands of teachers who could teach well without them, are convenient and efficient instruments; while incompetent teachers obtain certain verbal results by their use, which enables them to retain their position, and is so far unfortunate.

Improvement in methods must, therefore, necessarily be slow, as it can only keep pace with the increased intelligence and professional

preparation of teachers. To appoint teachers of no professional preparation or experience and then expect them to supply the deficiencies of text-books, using them only as a convenient instrument, is simply absurd.

*Drawing.*—Charlestown was among the first of the cities of the State to provide for competent instruction in this branch in our Public Schools, and to carry out the provisions of the statute requiring mechanical drawing to be taught to persons over fifteen years of age in cities and towns containing a population of ten thousand.

Our exhibition of specimens from schools of all grades, held in June last in the Harvard-School hall, was pronounced by competent judges to be creditable alike to pupils and teachers. The uniformity of the specimens, every pupil in the several schools being represented, went far to prove what Prof. Smith and Mr. Baker say,—that the ability to learn to draw is as general as to read, write or cipher.

I was especially pleased, at that exhibition, to see some of our best mechanics, and to hear their estimate of the value of drawing.

One of our best master-builders said to me, pointing to an average specimen of the work done by a boy of the first class in the Grammar School, "All that is wanting to make that boy a good mechanic is to learn the use of tools." That was true. His eye and judgment were trained to form, size and proportion, and his hand to skill in representation.

The introduction of drawing is undoubtedly the most important event in the modern history of our schools; and it is doing more to furnish a solution of the problem already referred to,—that of rendering our schools of greater practical value to the industrial classes,—than any, and perhaps all other agencies.

It is, however, but just begun with us; and if we are denied the means of carrying it on to model drawing, etc., we can hardly hope to derive the benefit from it that it is calculated to impart.

Other places that were slower than we to begin, are now leading us in the provisions they are making for a complete practical course. Taking the word of Prof. Smith, director of art-education in Massachusetts, that models and charts are "essential" to further progress, most of our cities and large towns have already made appropriations for this purpose, and are ready to go on with the course begun, according to the programme of the director.

I hope this matter will be reconsidered in our own city as soon as practicable.

*Superintendent.*—B. F. TWEED.



## FRAMINGHAM.

I have recently made several visits to the Kindergarten School, established in the last autumn, in the city of Boston. These visits afforded me much pleasure and satisfaction. The children in this school are four, five and six years of age. They have been in training but a few months, but the general results to be accomplished already begin to appear. Only a little has yet been done, but that little clearly points to what will be realized after a trial of one or two years. The system is that of the German Froebel, discovered and set forth by him more than thirty years since, as "Nature's system" for the training and education of little children. He devoted a life to the study of the "science of childhood." Health, happiness, bodily activity, intellectual and moral training are all combined. Mental abstractions do not strain or weary the tender mind. In Germany, the Kindergarten (children's garden) often has connected with it a garden of flowers, cultivated in part by the children, and through the flowers the children's minds are lovingly called to the Heavenly Father. Space does not allow of a detailed description of the various methods in use for a full course. These embrace singing, drawing upon the blackboard, modelling in clay; these two latter excite great interest in children, and form the true foundation for art. Numerous boxes of balls, blocks and all the various geometrical forms are brought into requisition in the general work. Stick-laying teaches elementary arithmetic; paper-weaving of different colors, paper-folding and cutting cultivate the taste for colors, for order and arrangement. Story-telling is a frequent amusement and object-lessons are frequently given. By all these appliances the child is trained physically, intellectually and spiritually, in a most delightful manner. Only the teacher with the most thorough preparation and with an earnest love for the work can become a successful "Kindergartner." In the Old World the system has taken deep root. The Minister of Education in Austria has ordered every child in the empire between four and six years of age to go to a Kindergarten to be prepared to read and write in the next grade of schools. All students in the Normal Schools are instructed in Froebel's principles, whether they are to teach in the Kindergarten or other grade of schools. The "Philosophers' Congress," at Munich, instituted an inquiry into the standing of the students of the University who began in the Kindergarten, and the report was "overwhelmingly in their favor." At no very distant day we may look for the Kindergarten School much nearer to us than Boston.

*Superintendent.*—JAS. W. BROWN.

## GROTON.

Map-drawing has been attended with some manifest advantages. Some processes of education have been pursued mainly for purposes of mental discipline, and some to store the mind with knowledge; but it is always best, when feasible, to unite both objects in one process. No words are needed to emphasize the importance of drawing, as a branch of Common-School instruction; but better progress is to be expected when the study of drawing is attended with some practical result, than when, as in copying trees and ruins from a drawing-book, nothing seems to the pupil to be specially gained by it. The process which, while it is a practice in drawing, gives at the same time a proficiency in geography or some other department of knowledge, will more rapidly develop skill. And it should consist of free-hand as well as linear exercises. After a pupil has drawn a state or country by means of the prescribed measurements, the value of the lesson may be tested by requiring him to give the outline and any marked topographical features, without the rule, and by the hand alone; this would show how distinct and correct a picture had been formed in his mind and to what extent either eye or hand had been educated. In asking for the outline of Massachusetts, for instance, it is always instructive, and sometimes amusing, to see what pictures of Cape Cod are produced.

In school instruction, the mechanical element should never be permitted to take precedence of the intellectual. Order, quiet, the absence of whispering or other disturbing noises, the nice precision of class-movement, are all valuable and important; but it is never to be forgotten that the great object in teaching is to secure mental discipline and promote the acquisition of knowledge. The schools in which military exactitude of movement is more marked and prominent than eagerness and proficiency in study and recitation are not among those deserving the highest encomium. It is just here that the analogy fails between actual warfare and the battle of life. On the sanguinary field the victory is largely due to a system that "merges the free-will of one hundred thousand men in the unqualified despotism of one"; but on the moral fields of active life, each one is to be taught to be a "host in himself." That is to say, the effort should be, not to make one child the ape of another, but to aid him to develop his own individuality. It has been found in other institutions than that of schools, that too rigid a regulation, too close an organization, impairs and cripples the intellect. Discipline should never be a fetter upon mental freedom, or a Chinese shoe to arrest mental growth. It is on this

ground, too, that concert exercises in schools, such as are sometimes practised in reading, are not to be commended.

One of the special problems in instruction is, What shall be done for the dull scholars. Dullness is of many varieties. It may indicate only sluggishness; in which case there may be as much volume, though far less activity, than in minds more attractive and showy. Or it may indicate relative immaturity merely; as some minds develop at an earlier age than others of equal power. Or it may be the result of natural or habitual indolence. Or it may be, what it is in too many cases taken as the evidence of being, the indication of a more slender endowment. It is the best school which does the most for this class of scholars. Under the poorest conditions, quick, bright intellects will inevitably make progress in study; and by means of a forcing process, they may be used to give the school a good display; but to quicken the sluggish mind, to assist a tardy development, to stimulate indolence to habits of industry, to guide weakness to the accession of unwonted strength,—these things demand the highest qualities, and test the eminent merits of a teacher.

*School Committee.*—DANIEL NEEDHAM, JOSIAH K. BENNETT, J. M. L. BARCOCK.

#### • LEXINGTON.

Perhaps few people have any knowledge of the difficulties we encounter in procuring teachers. To illustrate from the experience of the past year: early in the year we advertised for a principal for the High School, offering a salary of twelve hundred dollars, the largest amount we had ever paid. We had over forty applicants. The committee spent three full weeks in trying to fill the vacancy, hardly pretending to attend to any other business. We became discouraged, disheartened, disgusted with the material we had to select from. There was not a man of the whole forty either of us dared to appoint. We rejected them all, jumped the traditional limit of twelve hundred dollars, and have reaped the profits of the investment. Later, we needed a principal for the Hancock Grammar School. We found a man who accepted the position on a small salary, and who promised well, but one day's work exhausted him. We travelled many miles in the attempt to make an appointment in a quiet way, found many competent teachers, but no one would accept the position for the salary offered. Advertising, we had a dozen applicants. We appointed the one who appeared the best, and without discussing his success we will only say he left us at the end of the term for a larger salary elsewhere, and we were obliged to make another appointment. A few hundred

dollars would have enabled us to fill the vacancy at once without risk; and the loss to the school on account of the frequent change of teachers cannot be covered by as many thousands; indeed, the injury cannot be estimated in dollars and cents; it is incalculable.

*School Committee.*—EDWARD G. PORTER, CHARLES TIDD, A. E. SCOTT.

### LITTLETON.

We are glad to see so much interest manifested in the history of United States, and hope it will receive increased attention. For many years we have noticed a lack of interest in this branch, and felt a deep regret that one so full of valuable instruction should be regarded with so much indifference. The approved method of teaching this branch is by well-arranged topics, which will require a careful preparation on the part of teachers, as no one can conduct a recitation creditably without a good understanding of the subject.

*Superintendent.*—H. T. TAYLOR.

### LOWELL.

*Drawing.*—The introduction of drawing in our school curriculum has been a complete success. The taste for art and beauty is inherent in the human soul, and can be easily developed. One of the most important means of culture has been hitherto neglected; we are now, however, witnesses of the practical benefits of its recent adoption. Whether the art of drawing is cultivated for the pleasure derived from a beautiful accomplishment or for the more utilitarian purposes connected with mechanics or mathematics, the advantages resulting are great indeed. We have been fortunate enough to secure excellent instruction in this branch.

*Evening Schools.*—We cannot close this brief report without advertising to the great success which has this year attended our Evening-School system. The number of scholars has never been so large, and the zest with which this means of education has been taken advantage of has seldom been equalled. An excellent corps of teachers has been employed, and their efforts have ably directed and encouraged the labors of the pupils. Altogether the result has been very gratifying.

*Chairman Committee on Reports.*—F. T. GREENHALGE.

*Attendance.*—The attendance upon school is believed to be as good as could reasonably be expected. The teachers have exercised more than usual watchfulness, and the law relating to the employment of children in the mill has been more strictly enforced the past year than ever before.



has been carefully taught. The application of free-hand drawing to the details of machinery deserves special notice and commendation. Men are naturally most easily interested in the representation of objects which they understand. The rest of the work consisted of a design for a carpet, projections of details of machinery, architectural outlines, etc., making seventy drawings in all. Of these, three were marked excellent, and six had an honorable mention."

I invite the attention of the board to the significant remark of the board of examiners, that the excellence of the drawings exhibited by the Boston classes is mainly to be imputed to the very superior advantages those classes have enjoyed in the respect of casts, solid models and flat copies.

Mr. Smith is of the same opinion, and he adds, that until other cities have provided the necessary appliances for art-study which the city of Boston has, the students and teachers must labor under the greatest disadvantages.

It may not be improper to introduce here, as showing the interest taken in Art Schools in England, a paragraph from the "London Illustrated News" of July 27, 1872:—

"The examination of students' works submitted from night classes for drawing, and from Schools of Art, in competition for payments and prizes, has just been concluded.

"From three hundred and ninety-seven night classes, fifty-six thousand and sixteen works have been received; from one hundred and fourteen Schools of Art, seventy-three thousand two hundred and twenty-six works have been sent up; making a grand total of one hundred and twenty-nine thousand two hundred and forty-two drawings, models or paintings, which have been executed in the classes during the year ending in April last.

"This is an increase over 1871 of nineteen thousand and fifty-one works.

"These works were first submitted to a preliminary examination, each school being taken separately by a committee of examiners, who awarded one thousand and one hundred third-grade prizes, and at the same time selected from the mass one thousand two hundred and eight of the best and most advanced works for reference to the national competition, in which all the Schools of Art in the country compete with one another. Ten gold, twenty-five silver and sixty bronze medals have been awarded, together with a number of prizes of books.

"The prize works of this competition, together with as many of the other competing works as space could be found for, are exhibited in the western gallery, on the ground floor, of the South Kensington

Museum, where they will remain open to the inspection of persons interested in art-education and the public until September."

*Superintendent.*—CHARLES MORRILL.

### MAYNARD.

The only plausible argument against the principle of classification is, that it is arbitrary, that it tends to destroy individuality by merging the individual in the mass; that it is a procrustean bed, to which, by chopping and stretching, all must be made to accommodate themselves. But it is no more arbitrary than the principle upon which the botanist or gardener arranges his plants—the principle of like and unlike—the selection of those which are similar and placing them together in class, family, genus or species. And it need not destroy individuality any more than the old district system. It should rather foster individuality from the fact that the teacher guiding them all in the same studies at the same time will have a better opportunity of observing the strong and weak points of character in the different scholars, of cultivating and improving the strong and strengthening and cheering on the weak. A laudable ambition to excel is also induced by the association of so many in the same class, and by the certainty that well-doing will lead to promotion.

Perhaps the most difficult problem to be solved in relation to our schools is, What shall we do with the factory scholars who throng the schools at the commencement of every term, barely remain the full twelve weeks required by law, and then, as they have just begun to know their duties as scholars, and to make some progress in knowledge and behavior, are taken away, and their places filled by another fresh company, to require of the teacher the same hard task of smoothing, polishing and civilizing as before? It is easy to see how injurious this must be; what an obstacle to the success of any scheme for improvement. This is particularly noticeable in the Grammar School. From carefully prepared statistics of this school, we find it has had 133 regularly acknowledged pupils actually belonging to it during the whole year, whereas the largest number who have attended at any one time was 64,—less than one-half. Of these 133 pupils there are only 19 who have attended more than 24 weeks; only 19 in addition have attended more than 12 weeks, and there are 95 of them who have attended only 12 weeks or less. No one can appreciate the real difficulties of making any real, thorough progress in that school, without considering these facts, and whoever will carefully consider them will be inclined to wonder how the school can make any progress at all.

By the kind coöperation of the factory agents and overseers we have been enabled to inaugurate a system of certificates, whereby we can perform our duty, in seeing that all children between twelve and fifteen years of age attend school at least the twelve weeks required by law. But the law still further requires that all those between ten and twelve years shall attend at least eighteen weeks, and those under ten shall not be employed in the factory at all. We hope, with the same kind of assistance, to be able to extend our arrangements so as to include these latter cases, and thus obey all the law, as all good citizens ought. That age they will generally have secured a Primary-School education, and Christian charity should dictate that they have so much, at least, to fit them for the struggle for life.

*For the Committee.*—JOHN HILLIS. Approved by WM. M. HARDING, WM. MAYNARD.

#### MEDFORD.

One of the most difficult problems to solve in school management is the treatment of incapables,—using the term to describe a class of children whose intellectual faculties work with extreme sluggishness and who display an almost total inaptitude for the acquisition of knowledge from books. Idleness, indifference and irregularity are to some extent amenable to discipline; but a child so slenderly endowed by nature that he can gain nothing by unaided effort, and who is dependent upon his teacher for support in every step of his intellectual progress, absorbs an undue proportion of time, and is to that extent an incumbrance upon the school. Such children seldom become proper subjects of promotion; and, when they are raised to a higher grade, it is generally in consideration of their age, and from the hope justly entertained by the committee that the impulse given by such advancement may awaken a dormant power or stimulate to unwonted exertion. Some of our schools are suffering from this cause; and the patience with which this evil is borne by teachers, and the faithful and strenuous exertions made under circumstances of great discouragement, deserve of the highest commendation.

We are satisfied, from an observation of their methods,—which are in some instances based upon a thorough understanding of the conditions essential to the successful prosecution of the study,—that our teachers are much wiser than the system they feel constrained to follow, and that the text-books in common use are a delusion and a snare to all concerned. The committee, frankly confessing their own want of accountability for the mistakes which have been made in this direction, will hold it to be their duty to encourage teachers to confine themselves chiefly to oral instruction in grammar, especially with the



younger classes, and to practising their pupils in written and oral exercises, prepared in advance or extemporized, such as are calculated to illustrate and explain the usages and principles of our language.

In this connection, the committee would urge the importance of constant practice in the art of English composition on the part of the pupils of all our schools, and from the earliest age in which they can acquire the use of pen and pencil. The precise and forcible use of words, the facile expression of thought, is the one thing in which even our educated classes are most deficient; and the experience of most men will attribute the blame to the lack of early training in habits of free and accurate expression, in the very days when grammar and rhetoric were the chief constituents of their intellectual food. We are persuaded that no day should pass in a school above the grade of Primary without some exercise in English composition, written or oral. A good deal can be accomplished in this direction by the careful correction of slovenly habits of expression on the part of scholars in recitation and in ordinary conversation.

*Music.*—The study of music through every grade of our schools has been prosecuted during the past year with a zeal and success which have won the praise, not only of the committee, but of all visitors who have been attracted to the schools to witness the exercises. Contrary to the impressions which have generally prevailed, it has been found that instruction in the elements of musical science can be profitably imparted at a very early age, and that the eye, ear and voice of young children can be trained to wonderful quickness and accuracy. They show, too, a remarkable aptitude for the mastery of technicalities heretofore considered somewhat difficult to acquire at a riper age. We heartily concur with the remark made in the report of last year, that the introduction of music into the lower grade of schools is “one of the most fortunate and successful attempts which have been made during the past few years to increase the usefulness and interest of the schools for the younger class of scholars.”

*Drawing.*—Using the means which the town had generously placed at their disposal, your committee availed themselves of the first opportunity which presented itself to secure the services of a competent instructor in drawing. Mr. B. W. Putnam came to us highly recommended by the State Director of Art Education, Mr. Walter Smith, and with the advantage of an experience in this branch of professional labor in the service of the school authorities of some of our larger towns. The teachers of the town, with the first class of the High School, placed themselves at once under his instruction. As Mr. Putnam's services were preëngaged on other days, Tuesday afternoon was necessarily devoted to the lessons.

As soon as the teachers felt themselves qualified to give elementary instruction, the study of drawing was introduced into every grade of our schools, and a special time appropriated to the exercise. The experience of a few months will not warrant the expression of a final opinion upon the degree of success which can be secured in this branch of instruction in our Common Schools; but the results of the experiment are thus far encouraging. A gratifying interest is exhibited on the part of the scholars; and your committee see no reason to doubt, that, with the advantage of further experience on the part of teachers, excellent results will be accomplished.

In concluding our remarks upon this subject, we express the confident hope that in this, as in other new educational enterprises, the difficulties and embarrassments, which appear formidable at the outset, will disappear as our teachers gain experience in the methods and conditions essential to sound and profitable instruction.

*School Committee.*—DANIEL A. GLEASON, BENJ. F. HAYES, JAMES A. HERVEY, JAMES HEDENBERG, JOHN C. RAND, SOLON COBB.

#### MELROSE.

The plan of supplying Public Schools with all required text-books at the public expense has been adopted by many cities and towns, and might perhaps meet with favor here. Where the free text-book system is in operation, the plan is assumed to be justified on grounds of economy and a wise public policy.

As a matter of suggestion, we append remarks upon the subject of the school board of the city of Lewiston.

“Under this plan, the first cost of text-books for the pupils in our Public Schools will not be over one-half of what it has been under the old plan of requiring pupils to purchase for themselves. Again, as scholars leave their books in the school when they have completed them, the same books will be made to do service two or three or even more times, while under the old system they have too often been thrown aside after having been used by one scholar. It is believed that the expense of school-books under the new plan will not exceed one-fourth what it was under the old system. This, indeed, has proved to be the case in Bath and some other cities and towns that have inaugurated the free text-book system. Besides, experience has demonstrated that the books are better cared for under a system in which the pupil receives them as a loan, under the supervision of the teacher, than that in which the pupil has the ownership and regards himself as having a right to do as he pleases with his own. Besides, the difficulty often hitherto experienced in inducing parents to supply their children with school-books, and the frequent loss of time to the

pupil from a want of such books, are entirely avoided under this system. And, more important than all other considerations, many children who have been kept from school simply because their parents could not, or would not incur the expense of books will under the free text-book system be brought within the influence of the school-room. Indeed, on general principles, it is difficult to see why the city or town that on grounds of public policy and necessity is required by law to provide school room and teachers and school appliances for their children ought not also to provide them with that most essential school appliance—text books.”

Dr. Hooker's “Child's Book of Nature” has been placed in the hands of the teachers, with instructions to teach from it with some regularity, by reading and topical conversations upon its subjects, by which a large amount of useful information may be imparted to the pupils.

It is a book of rare merit in its adaptation to convey important natural and scientific facts in language suited to the capacity of the youngest minds in the school.

It treats of plants,—how they grow, the use of roots and leaves and flowers, and why their shapes and colors and perfume, and whence their fruits; of animals,—how blood is made, and its use, about the teeth, the breath, the brain and nerves, and how the mind gets knowledge; of air, water, heat and light,—the operation of the pump, storms, electricity, gravitation, etc.

During the past year a Bible Manual and Responsive Exercises, compiled by Mrs. S. B. Perry, was introduced into all the schools and is now in general use, meeting the approbation and wants of the teachers in making more uniform and interesting the opening exercises of the schools. It is admirably adapted to the purpose for which it is intended. One of our clergymen has said of it: “I fully believe that the plan for reading the Bible in the Public Schools, which it suggests, is the very best for both teacher and scholar. I should rejoice to see it used in all our schools.”

*School Committee.*—F. P. WOODBURY, *Chairman*; NELSON COCHRANE, D. W. GOOCH.

#### NATICK.

One of the first measures of your committee was to adopt the system of annual salaries for all teachers employed by them. The change gives more satisfaction to the teachers and is in no way a disadvantage to the town. It is more satisfactory to the teachers that they can know the average of their weekly wages before they have begun their work.

It is not the wages per week that determines the worth of a situation, but what is received for the year. One who is employed for

seven months of the twelve, and those months divided into three terms, can earn little or nothing in addition to her school receipts, and though paid high weekly wages, will be able to show but a small balance in her favor at the end of the year. Indeed, the balance is more likely to be the other way.

Another feature of the system adopted was to base the salary paid, not on the grade of the school, but, within certain limits, on length of service given to teaching in the town.

Much has been said and written in regard to the position of the **Primary** teacher. Your committee have indicated their views in a **practical** manner by making no distinction in salaries paid between **the** Primary and highest Intermediate teacher.

*For the Committee.*—H. CROSBY.

#### NEWTON.

It is a pleasure to discharge the high trusts committed to us by a people so vigilantly alive to all that concerns the education of their children, so generous always in their support of the school authorities and so liberal in their appropriations for securing the amplest advantages and highest culture of all the youth of the town. An instance is scarcely remembered for many years when any recommendation of the school board has been disregarded or not met in the most generous spirit. For all this, your committee desire to express their most profound and grateful acknowledgments. We hope that in the comfortable and healthful accommodations afforded the children in the school-buildings where they spend so many days of their early life, in the instruction furnished by the most accomplished and talented teachers whom your liberal salaries command, they find some return for the school-appropriations for which they so cheerfully tax themselves.

A conspicuous and noble representative of the liberal and public-spirited citizens of Newton was the honored magistrate and citizen whom we, with the other officers and people of the town, have been lately called to mourn,—Hon. Thomas Rice, Jr., late chairman of the board of selectmen and formerly a member of this board. Living in our midst all the years of a busy and useful life, and dying in his native village, the town enjoyed in an especial manner the advantage of his long, faithful and energetic public services. Keenly alive to all that concerned the honor of his town and the advancement of its moral, intellectual and material interests, he labored assiduously as a private citizen, and in every position to which he was called, for the public good. During the war, while proving himself most loyal to the State and country, he saw to it that the Newton of the Rebellion, like the Newton of the Revolution, contributed its share of service and

sacrifice to the defence of country. At the same time, he with the other citizens at home was sustaining the lamented Dr. Bigelow and his associates of the board in their efforts to make sure there would be no pause, on account of the costly struggle, in the education of our children. In peace he contributed more liberally by his counsels, his labors and in other ways, to make Newton one of the noblest towns of the Commonwealth. Such a citizen wins a lasting place in the hearts of his fellow-men, and, dead, will long be gratefully remembered. The school committee will feel this loss as much as any portion of our citizens.

Among the changes effected within the last year or two, which we believe have been of advantage to our schools, and to which we desire simply to call attention, may be mentioned the following: the increased responsibility and supervision imposed upon the masters, to whom we pay good salaries, and which have resulted in more complete unity and in a more perfect system of subordination, to the relief of superintendent and committee in matters of detail, and to the profit of teachers and pupils; the more intimate connection between the High and the Grammar Schools, so that the passage from the one to the other should follow the ordinary rule of class promotions; the introduction of a more detailed course of study; the improvement in the method of teaching music in our schools, so that every pupil, from the Primary grade to the High School, is being taught to read music with almost as much facility as his reader; and the art of writing, in which great progress has resulted; the teaching of drawing, under the system advised by Prof. Walter Smith, to all pupils as a necessary and common art; the opening of Evening Schools of Industrial Drawing, for teaching our mechanics and artisans the science and art of drawing as now demanded in the more skilled and remunerative branches of labor (for each of these branches accomplished special instructors have been provided, and for the Schools of Industrial Drawing, models have been ordered at great expense, and have now just arrived from England); and the forming of the Training School for qualifying the graduates of our High School and our own citizens to be good teachers and for future usefulness. And we here express the hope that as many of the young-lady graduates of the High School as possible would avail themselves of the advantages of this school, which will help to fit them for the stations they are hereafter to occupy, whether as teachers, mothers or members of society.

Among the new features, also, is the employment of native French and German instructors in our High School, so that the pupils there may acquire the two most important foreign languages so as to speak them correctly; the change of the course of study in that school, recognizing more fully the difference in tastes, predilections and cir-

circumstances of those who enter the school, and giving as much freedom as is reasonably possible in the choice of branches and departments of study to fit them for their future stations, professions and callings, —recognizing, too, differences in intellectual and physical capacities, endeavoring to make such provisions in this as in the other schools, so that the habitually sick and feeble, whose parents pay their share of the taxes as cheerfully as others, may derive such advantages as they can from the Public Schools.

*The Training School.*—The committee had in view two objects in establishing a Training School, viz. : to supply the numerous Primary and lower Grammar Schools of the town with more thoroughly trained teachers than can be obtained otherwise, and to furnish to the young ladies graduating from the High School an opportunity to fit themselves for useful and honorable employment.

The ability to acquire knowledge is one thing, and the power of imparting it, and holding a school in a proper state to receive it, is quite another. For teachers in our Public Schools we demand persons who have proved themselves to possess both these powers,—whose minds are well stored with information, and who have the ability to teach.

Our High School gives the means of obtaining knowledge, but offers no opportunity to prove or to develop teaching powers. We are therefore obliged at present to look among experienced teachers in other towns for our own supply ; and our young ladies are compelled to leave their homes, and to practise their chosen profession elsewhere, before we are justified in employing them in our schools. The Training School, we hope, will remedy both these difficulties. It will provide for our young ladies in their own town a training in the practical work of teaching, equal, we believe, to the experience of two years in the school-room, and such as is given in no Normal institution. It will introduce them into the methods of teaching employed in our schools, which is an important consideration in the qualifications of teachers ; and, after giving them the chance to show and to improve their power to teach, it will enable our schools to avail themselves of all the home-talent that is adapted to their wants. Not all who pass through this school can be employed in Newton. It is not a large proportion of those who enter the profession, under any circumstances, who become successful teachers. But the school will do for them what can be done ; and many who enjoy its advantages will find profitable work in other towns, where the requirements are not so great.

Eight young ladies have been constant attendants since the school opened in September ; and no one can witness their thorough preparation for their work, their efforts to put their lessons in practice in the school-room, and their kindly, intelligent criticism of one another's work, without seeing that their chances of success as teachers are

very much increased by their training, and that, whether they succeed or not, they will receive a development of mind and character which of itself amply justifies the establishment of the school.

The place to be given to the study of language in any scheme of higher education has always been recognized; and it is unnecessary here to discuss its advantages. As a means of mental discipline, it cultivates a wide range of faculties; and its contribution to the intellectual and general structure of the man is a singular combination of solid and graceful elements. But this principle has generally been applied only to foreign or dead languages; and, of course, there are many points of difference between the study of those and of a native tongue, as also in the results of the two. But the essential benefits of the study of language are to be derived as well from that of our own as of other languages; and this is just the point which has not been recognized generally, and which makes the prominence here assigned it a new application of the old principle. And there are two reasons, among others, why preference should be given it in a High-School course. First, that it is our own language, a thorough knowledge of which is certainly most useful to the greatest number; and second, that the study of other languages in a High-School course is necessarily elementary, while this is already so far advanced as to lead us immediately into the study of a rich and varied literature, unrivalled in the history of human speech and thought, and creating a taste for the same which is necessarily of incalculable advantage to the pupil. This advantage, that the study of language becomes the study of a literature, belongs to other linguistic studies in College, but in the High School to the English alone.

*The Primary Schools.*—In the examination of these schools we have found with pleasure a better quality of reading and a greater facility in recognizing words than we have ever witnessed before. This we attribute, in part, to the uniform plan of teaching reading by the word-method, as it is called, and in part to the disposition which we observed in almost all the teachers to interest the pupils in the subject of their lesson and to lead them to speak and read about it intelligently. It would be a great help to teachers, in this direction, if an increased variety of interesting and instructive books were provided for the reading-exercises.

Writing, under the admirable instruction of Mr. Bowler, has made a great advance. The committee saw very creditable and even beautiful specimens of writing upon slates by members of the second classes, and many well-written books of the first classes. We hope, however, that the practice of printing upon the slates will never be discontinued in the third classes; for though the characters of writing are more simple than those of printing, yet these last the children are

obliged to learn in their reading-books, and it is a great help in fixing their forms to reproduce them upon the slates. We doubt if it would be advisable to give them the writing letters at all until printing forms are familiar.

*Free Evening Schools for Industrial Drawing.*—To all mechanics it is a great acquisition to be able with a few strokes of chalk or pencil to represent and delineate what would be very difficult, if possible, for them to explain otherwise; and the training of the eye and judgment acquired in the practice of the art is valuable to all, whatever their vocation or position may be.

It is our determination that nothing shall be wanting on our part that will secure the success of these schools; and, for that end, faithful and competent instructors have been procured, and busts, models and copies have been imported at considerable expense from England. And on the part of our citizens it is hoped that an interest will be felt and manifested which will encourage a general and regular attendance, so that the full benefit may be derived from the action of the town in establishing them, which may encourage their continuance hereafter.

*Sub-Committee.*—A. B. UNDERWOOD, EZRA P. GOULD, CEPHAS BRIGHAM, I. N. TARBOX, J. WORCESTER.

To the qualities of mind and heart should be added the knowledge that comes from a special training in the art of teaching, and a careful study of its theory. The human mind, its several faculties, and the order of their development, should be made the subject of profound study. The best methods by which to interest, instruct and quicken the mental faculties should be made familiar by practice and observation. The ability to direct rather than repress the natural activities of the child, so that they may contribute to his education, should be acquired. Methods of discipline should be subjected to the most searching analysis. The springs of human action should be thoroughly understood. Natural penalties for forbidden action, whose object is to educate the child to a larger power of self-control, should be distinguished from those artificial punishments that only serve as a safety-valve for anger or some worse passion. All this, and more, can be accomplished by a special course of training. The value of this training is understood and recognized in every other vocation. Why is this particular calling excepted from the general rule? Is it because the labors of the teacher are less important to the well-being of the community? By general concession they are of the first importance. To the instructors of youth the highest interests of the State are intrusted. There is here and there one that can succeed by the force of native talent, just as there are natural poets, orators and



artists. Still, the mass of teachers need the systematic training of which I have spoken; and, indeed, those who are endowed with native genius and a special aptness for the work would be benefited by such a preparation. The requisite knowledge must be obtained in some way,—either directly by study or indirectly by experience. The latter is a slow and tedious process for the teacher, and oftentimes a very expensive one for the pupil. It is not enough that teachers are faithful; they must have the ability to do the work they have contracted to do. The last twenty-five years have witnessed improvements in our system of education. Have they kept pace with this progress? New subjects have pushed their way into the curriculum of studies during the last few years. Have they thoroughly mastered these subjects, and do they thoroughly appreciate their importance as a means of education? In short, have they the ability and willingness to render the quality of service that the new circumstances demand? It is unreasonable to expect that all who enter the lists will win the prize of success. Experience alone can determine one's fitness or unfitness for a given work. My sympathies go out toward any one who fails of success in his chosen vocation, and most specially toward the teacher, for I know the difficulties that have to be met; but my sympathies go out even more strongly toward the children, who also suffer the mortification of failure, and whose time and energies are thereby wasted. I have seen the time of fifty pupils worse than wasted for an entire year by the incompetency of a single teacher. Can charity toward one justify the robbery of many? As regards the employment of teachers, our schools should be conducted on strict business principles. No merchant is influenced by charitable considerations in the selection of his clerks, to whom he commits, to a great extent, his reputation as a man of business and his hopes of success. It would be equally short-sighted to make our schools an asylum for incompetency from a desire to render relief to the unfortunate. There are many deserving people who are utterly unable to discharge the duties of a teacher.

*Training School.*—The Training School, which was established last year by vote of your board, and went into operation at the beginning of the present school-year, is intended to meet the demands of our school for trained teachers. It is to be hoped that this school will furnish all the teachers that may be needed for the Primary Schools and the lower grades of the Grammar Schools.

The establishment of this school cannot be regarded as an experiment. Similar schools have been in successful operation for several years in Boston, New Bedford, Cambridge, Worcester, Springfield, Lawrence and other cities, and in some of the larger towns of the State, until they are coming to be regarded as a part of our Massachusetts school system. They form a prominent feature in the educa-

tional system of other States and of foreign countries. In Norway, Sweden and Germany they have enlisted the deepest interest of the friends of popular education.

The following are some of the advantages of a Training School such as you have established and organized :—

It furnishes the best system of training, in that it combines the practice with the theory of teaching.

It increases the percentage of successful teachers, and thereby saves much time and money that would otherwise be wasted through inexperience. Any institution that utilizes brain-power by training and directing it vindicates its claim to a place in an educational system.

It increases the permanency of teachers, by taking away all inducements for entering the profession for a short time ; for it is improbable, at least, that any one will give her services for a year, without compensation, unless she intends to continue in the work for a considerable period.

It furnishes trained substitutes to fill temporary vacancies.

It affords a convenient medium for introducing new methods of discipline and instruction.

It offers to every young woman in Newton, provided she is qualified to improve its advantages, an opportunity to fit herself for one of the highest positions of honor and usefulness.

Finally, it imparts symmetry and completeness to our school system, in that it furnishes special training for a particular vocation, an element which is yet to be an important feature of our higher education.

The course of study in our Training School occupies one year. Instruction is given in natural history, psychology in its application to the work of instruction, drawing from natural objects, and in the theory and art of teaching. There is also a thorough review of the work prescribed for the Primary and two lowest Grammar classes.

The teaching corps consists of the principal, assistant, and a class of pupil-teachers ; that is, young ladies who are preparing for the work of teaching, and most of whom are graduates of our High School. The children to be taught are the pupils in the five lowest classes in the Claffin School, the three Primary, and the fifth and sixth Grammar classes.

I will give a brief outline of the plan upon which the work of the school is carried on at the present time.

A class of children is assigned to each pupil-teacher, which she is to instruct for one month ; the succeeding month she takes another class ; in this way each pupil-teacher becomes acquainted with the teaching in all the grades of the school. Whenever it is thought advisable, a pupil-teacher, instead of having charge of a class for a month, is required to observe the work of her classmates. The school opens at

quarter past eight in the morning, when the principal meets the pupil-teachers in their recitation-room, and considers with them the work for the day in their respective classes. At nine o'clock, the pupil-teachers go into the different rooms to take charge of their classes. They teach, under the supervision of the principal and assistant, until half-past eleven; then they again meet the principal in the recitation-room, and spend the remainder of the session, until quarter past twelve, in the consideration of some one of the branches laid down in the programme of study, and in the criticism of the work of the day. The school-hours for the children are the same as in the other schools of the town, with the exception of the morning session of the Primary classes, which closes at half past-eleven instead of twelve.

Under the present arrangement, during the afternoon session the Grammar classes are taught by the assistant, the Primary classes by two of the pupil-teachers, subject to the criticism of the principal.

Allow me to quote a statement of the German method of training young men and women for the work of teaching. It is taken from a letter addressed to Commissioner Eaton, and published in his last admirable report. It must be remembered that most of the teaching in the schools of Germany is done by males, females being employed but rarely, except in the Kindergarten Schools. Of the Teachers' Seminary at Gotha, for the preparation of male teachers, and the Kindergarten Seminary, for the education of female teachers, the writer says:—

“A description of the educational methods of these institutions is given, not only because they have been practically successful, but because they represent the latest and most thorough methods of scientific education.

“The male Teachers' Seminary comprises about seventy pupils, divided into three classes; a three-years' course being necessary to graduation. In addition to the usual studies of our best Normal Schools, two subjects are introduced,—a complete history of educational systems, and a theoretical and practical knowledge of music. The history of educational matters comprises some twelve authors, commencing with Pestalozzi, and extending to the present day.

“But what distinguishes this seminary from most others, and gives it its peculiar value, is that several Common Schools, comprising two hundred male scholars, are attached thereto. The graduating class is, therefore, not merely instructed theoretically in the art of teaching, but also practically; being compelled to teach under the supervision of the professors, and subject to each others' criticism.

“One of the pupil-teachers of the graduating class, for instance, takes the school in hand for an hour, and conducts the recitation. The others of the class, with their professor, look on, note-book in

hand, in which all the criticisms and observations are noted; every scholar making a criticism, being by the rules compelled to quote the language or event he criticises.

"Perhaps four or five pupil-teachers have had charge of the school during the day, when the class adjourns with the professor to its own room and the day's proceedings are criticized.

"For the purpose of instructing the young teacher in the true method of finding his way to the heart of his pupils, further conferences are held, where the character of each pupil is thoroughly criticised.

"Every pupil-teacher is expected to know the name and appearance of all his pupils, so that he recognizes them at once and addresses them readily by their proper name. When the character of each pupil has been carefully canvassed, his characteristics are noted in a record-book, according to the final judgment of the conference. This is done for the purpose of determining wherein the pupil ought to be encouraged or restrained, and what are his governing motives, so that he may be controlled without resort to harsh measures. The analysis of character, and the attention devoted to each pupil, enables the Seminary School to dispense with whipping or other harsh treatment. It may be presumed that the teacher who conducts the school under the critical eye of perhaps twenty observers is not only upon his best behavior, but is sharpened up to the utmost limit of his capacity.

"Having described the method of educating teachers in the male Seminary, a few words of illustration will be sufficient to explain the method of the female Teachers' Seminary, in connection wherewith a large Kindergarten School is conducted. The pupil-teachers here also learn to teach not merely theoretically, but practically, being temporary teachers themselves, and criticising their fellow-pupils.

"But what appeared to me most charming was the perfect good-nature with which this almost inexhaustible criticism was listened to by the pupil-teachers themselves. In my discussions with men, I have seldom found those who could separate the subject from the person, and who could bear adverse criticism, of even a favorable doctrine, with equanimity. A training which enables a young lady to submit to such minute criticism in regard to defects of voice, grammar, style, appearance, &c., and which permits the fair critics to speak out with perfect frankness and good-faith, knowing that their own turn will come next, is certainly very superior, and has few equals in the world as a method of teaching self-control."

The superiority of schools of Germany is mainly due to the fact that they are manned by a corps of thoroughly trained teachers. The neglect to provide the means for a similar training is the weakness of our American system. Hence I regard the establishment of a Training School as the most important act of your administration.

*School Supervision.*—The most important objects to be accomplished by a thorough supervision of our schools are the following: First, a uniformity of text-books; second, a uniform system of grading; third, a uniform course of study; fourth, a uniform system of examinations to determine the fitness of pupils for advancement from one class to another. These are objects of prime importance; and unless they are secured the system will lack that harmony and unity of action which are essential to its highest success.

*Superintendent.*—THOMAS EMERSON.

*Drawing.*—"Our aim in teaching drawing is to educate the eye and hand so that the pupils will be able to see accurately, and represent truly the forms and appearances of objects about them. To do this the pupil begins by judging of distances, such as measuring off on a straight line any distance, then another one like the last, &c.; dividing lines into equal parts, as halves, fourths, &c.; making straight lines in vertical, horizontal and oblique positions; combining them into angles and simple figures, such as square, hexagon, &c.; learning the names of the geometrical figures; and all, except the lowest classes in the Primary, learning to define them.

"In beginning the curves, he is taught to make them regular, in various shapes and positions. Then follow symmetrical figures, such as a goblet, pitcher, vase, lamp, conventionalized leaves, &c. In all these exercises, the pupil is continually drilled in making lines of definite length, dividing them into equal parts, making curves of given altitudes and repeating them on the other side of the figure in the same or reversed position. This drill trains the eye to great accuracy; while the constant use of the hand in representing these figures gives flexibility and skill and prepares the pupil for copying figures illustrating the perspective appearance of objects, after drawing which understandingly, he is prepared to draw from the object itself. Attention is first given to free-hand drawing; this is followed by model drawing; after which comes linear perspective.

"The pupils in the Primary School draw on slates; in the High and Grammar Schools, in books. The time given is eighty minutes per week, which includes the time for distributing and collecting materials. The teacher draws each figure upon the blackboard, explaining every part of it, and the pupil follows the dictation, line by line. A part of each class draw upon the blackboard, the remainder in the drawing-book; and at stated times all draw from memory the figures previously drawn on the board.

"The teaching has been mainly by the regular teachers; and many who at first doubted their ability to draw or to teach drawing have met with flattering success. Thus far, no pupils have been found who

are utterly unable to learn ; but there are those who look without seeing and try to draw without thinking ; and the results, as might be expected, are unsatisfactory.

" I have held a teachers' meeting each week at Newton Centre for the accommodation of teachers in the south part of the town, and at Newtonville for the accommodation of those in the north part. At these meetings I give lessons to the teachers in drawing, though sometimes in writing, and direct what work shall be done from time to time, that all the classes of the same grade may be kept together. Each school is visited once a fortnight. While there, I usually confer with the teachers about their particular work, observe while they are giving a lesson, or part of one, and make such criticisms and suggestions as I deem beneficial. Some teaching is done at almost every visit, to illustrate some particular point or points ; and sometimes I teach all of the time, as I think I can help the teacher most. To illustrate : soon after I came, a teacher said to me, ' Mr. Bowler, you require us to write a page in half an hour ; I don't know how to do it.' I took the class, and did it in less than the required time. She then replied, ' I see how it is done, and think I can do it ' ; and since then she has found the required time sufficient. The amount of work to be done is based on the average ability of those who have the work to do. Some teachers work very hard to accomplish what is required ; while others do it easily, and ask for more.

" It gives me pleasure to be able to say that the teachers have been very faithful, enthusiastic and successful in their work, particularly in their drawing. Like the majority of the teachers in the Commonwealth, most of them had had little or no instruction in drawing ; and they seemed to appreciate the privilege of an opportunity to prepare themselves to teach this branch of education, as well as the other branches required by law. With few exceptions, they have been constant in their attendance at teachers' meetings ; and most of them have made very good progress in the study. But an inspection of the work of different classes throughout the town frequently shows a wide difference in the result, conclusively proving that this variation is owing to the difference in teaching by the regular teachers, as my work is the same in all of the classes. Therefore, wherever success has been obtained, it is principally owing to the efforts of the regular teacher."

*From Mr. Bowler's Report.*

#### PEPPERELL.

The most striking proof of improvement in many of our schools during the past year has been seen in the substitution of mental activity and action in the place of mechanical correctness and promptness.

Permit us to explain what we mean by this. Until a very recent date our teachers have felt that the great necessity of their position and occupation was to make their schools appear well, especially at the closing examination. The easiest way of doing this was, they supposed, to drill their scholars with questions and answers, until they could repeat glibly certain forms of language, the meaning of which they had never fully learned. For several years your committee have carefully discouraged this practice, and have endeavored to impress it upon the minds of teachers that we preferred to see a scholar *labor* an answer, drawing upon his acquired knowledge, whether large or small, rather than to hear questions answered in such a slippery manner that we could not but feel that the scholar's skill was more a matter of his tongue than of his brain. Our most accomplished teachers have now adopted our idea; and at some of our examinations it has been a positive pleasure to see scholars "thinking upon their legs," drawing from their stores of acquired knowledge correct answers to such questions as were proposed upon the spur of the moment. This we consider education. It is the evolving of such mental power and adroitness as God has given to the child. A scholar who has been taught how to accumulate and use knowledge we regard as a much more promising pupil than one who carries what he has learned, as so much lumber in his brain.

*School Committee.*—CHARLES BABIDGE, A. J. SAUNDERS, PELATIAH FLETCHER.

### SHERBORN.

*Appropriations.*—It has been with great satisfaction that your committee have noticed the increasing interest of the people of the town in its Common Schools. This interest has been manifested from year to year, in gradually increasing appropriations. Within the past ten years there has been an advance of more than fifty per cent. in the amount of money granted for these purposes. We do not believe that a better investment could have been made. Neither do we believe that, after having reaped the advantages of this additional appropriation, the town will be ready to pursue the backward track. We can now have the schools in session for a period of nine months in each year, and secure teachers of sufficient capacity to guide the pupils wisely in their studies. Of course we see many points in which improvement might be made. Large additional sums might, no doubt, be spent in increasing the strength and efficiency of our Public-School system. If the town feel disposed to grant any such additional sum for the coming year, we are far from advising them not to do it.

*School Committee.*—EDMUND DOWSE, WILLIAM BROWN, ALBERT H. BLANCHARD.

## SOMERVILLE.

*Evening Drawing School.*—To meet the requirements of the law of the State, making it the duty of school committees to furnish instruction in mechanical or industrial drawing to persons over fifteen years of age, a school was organized, under the direction of Lucus Baker, Esq., early in January last.

The school was held in the school-room of the old High School-house, in January and February, and in the exhibition hall of the new High School-house in March and April. Whole number in attendance, 55 ; average attendance, 45 ; number of school sessions, 23. A school for the same purpose, and under the same teacher, is in progress at the present time.

*Irregular Attendance.*—The most discouraging feature of our schools is the irregular attendance of many of the pupils composing them. Teachers can do much towards reducing the evil by rendering the schools more interesting and attractive ; but it is to parents we must look, mainly, for its correction and cure, and we most earnestly solicit their consideration and persistent coöperation in the matter.

We apprehend that the evil has its origin, in part, in what we regard a false impression, namely,—“That children are overtasked in their studies, and subjected to undue confinement in the school-room.” That this is true in some cases there can be no doubt.

During our connection with the schools of Somerville we have known a few pupils, of superior endowments and great promise, who have been permanently, and, in a few instances, fatally injured by too close confinement and too continuous and severe mental labor. But we have found, upon investigation, that in every instance of this character, the sufferer has been laboring beyond the stated requirements of the school committee, or had been promoted prematurely and forced to pursue studies beyond his comprehension.

Much care and thought have been bestowed upon the preparation of a “course of study” that would be adapted to the average capacity of our pupils. But the studies have been arranged and apportioned with the expectation that pupils will be regular in their attendance and faithful in the performance of their school-work.

When scholars are irregular in their attendance, one or more of several unpleasant consequences follow. Either they must overwork during the time they are in attendance, or their education will be superficial ; or they must be transferred, from time to time, to a lower class, whereby the time for completing the course of study will be prolonged ; or, what is still more probable, they will become discouraged, lose their interest in the school, and leave it prematurely.



Immeasurable mischief comes to any school by the irregularity of a portion of its members, who must ever hang as an incubus upon it, impairing its efficiency and retarding the progress of those who are regular in attendance and faithful in their work.

We have no moral right to squander our own time, much less can we innocently prevent the most profitable use of it by others.

*Superintendent of Public Schools.*—J. H. DAVIS.

### STONEHAM.

The present general condition of our schools is excellent. We may say that relatively to the schools of other towns, they stand higher than ever before, and we are thoroughly convinced that our school system is and has been steadily gaining in efficiency. We have aimed to make our schools not as showy as possible, but as excellent as possible; to give our children not common-place instruction, but the very best education we can afford; assured that in the elevation of our society, purity of morals and increase in wisdom and happiness, there will be abundant return. To accomplish this, our conviction has been that the greatest good of the greatest number should always be considered, while the committee should ever pursue an independent, unprejudiced course, looking not only to the present, but also to the future interests of our energetic and flourishing town.

*Drawing.*—Drawing has now been in the schools about a year and a half, with a good degree of success in some, while others have made most commendable progress. Drawing-books have been used in the higher, and cards and drawing slates in the lower grades. The advantage of this element to a sound practical education is now beyond dispute. It trains the eye and hand; it facilitates the expression of ideas; it is of equal value to the mechanic, the artisan, the scholar and the traveller.

Children will describe their ideas in crude drawings, and thoughtless, punished, will persist in repeating the work, simply because it is an instinct of their nature which cannot be repressed. Again, it opens a new field for woman. Painting, sculpture, architecture, draughting, sketching, all are fields in which she may enter and secure acceptable, remunerative employment. We have spoken somewhat at length on this subject, for the reason that some parents during the past year have objected to their children taking drawing or buying drawing-books, misapprehending, as we believe, its great utility in practical, every-day life. In fact, no branch is more practical, and no study brings back a more immediate return, simply because there is no trade, no profession, no calling of any kind in which it is not useful, and in

many, very necessary to success. With the experience of the past, we hope for a great step in this direction the coming year.

*Evening School.*—Since the second week in November, the Evening School has continued two evenings each week, with but one interruption. And, if the attendance warrants, it may be deemed advisable to continue it as last year, through this month. The scholars have been, chiefly foreigners,—Irish or French, and colored. They have worked earnestly, seeming to appreciate every opportunity of improving their education. No case of disorder has arisen, and a lady-like and gentlemanly spirit has at all times prevailed. The common English branches,—such as reading, spelling, writing, arithmetic, mental and written, geography and grammar,—have been taught, and the committee feel assured that no tax-payer, with a knowledge of the work done here, will consider the money thus expended as other than a good investment for the benefit of the laboring classes and the town.

*School Committee.*—GEO. W. DIKE, BENJ. A. FOWLER, WM. EDSON.

#### STOW.

Since the district-school system was abolished the town has annually required the school committee to choose a superintendent, who should be especially responsible for the good qualifications of all teachers and the good success of the schools. By our method of having a member of the committee in each district to have especial care of the school property and concern in the welfare of the schools therein, we have retained all that was of value in the old system and avoided some of the evils. By the present method, also, the school advantages are more equally distributed. We now endeavor to provide equally for scholars in all the districts. The old system tended to give to the poorer districts shorter schools and poorer ones.

The present equalization of school money in towns is now recommended in a measure by the State Board of Education to be applied to the whole State, and the principle is so just and so consonant with the sentiments of the people of the State, that we have no doubt the recommendation will be soon adopted.

It is found that the larger cities and towns are for the most part much richer in proportion to their number of school children, so upon them the burden of maintaining the schools is much lighter than in the smaller towns.

Since it must be the duty and true policy of the State to extend the same fostering care for the education of all her children, rural as well as city, why not have justice done at once by equalizing the tax and the advantages to grow out of such equalization? The plain statement of the proposition seems so reasonable that the wonder is why some

plan of equalization has not been before adopted. If any particular reason should be sought why it has not, the old school-district system will at once suggest itself as having stood in the way, for it was very apparent for many years before that was abolished that all state authorities and nearly all town school committees had but very little confidence in and no good opinion of that system of maintaining schools.

While it is a positive duty for all republics to foster and encourage in all reasonable ways the proper education of the young, for the young so soon become masters and rulers, it must, as plainly evident, be their duty to have spread evenly over the State the burden of such education and to have all benefits and advantages growing from it as equally distributed. The object of our school system is for making a useful, wise and virtuous people in all parts of the Commonwealth; and those of each part are morally and politically interested in the good of the whole, for an enlightened people only can govern themselves wisely.

*For the Committee.*—E. WHITNEY, *Superintendent.*

#### WAKEFIELD.

It has long been the accepted theory of Common-School education that the mind only was to be trained,—that the memory, reason, understanding and moral faculties were the only ones whose development should be sought in the school-room; while the voice, the eye and the hand could best receive their training after that of the other faculties should be completed. It is an untenable theory; and Germany has shown that the industries of men have as legitimate claims to direct aid from the Public School as the professions. Not content with her high literary institutions or with the intellectual training in her Common Schools, she connected the workshop with the school and commenced rearing skilled mechanics, who should gain as complete a mastery in the factories of the world as her armies have won on the field of battle.

“There are in Prussia alone 361 schools devoted to architecture, mining, agriculture, forestry, navigation, commerce and other technical studies, general and special. Besides schools for weaving, and the textile manufactures, there are 265 industrial schools, whose studies and hours are directly arranged for the use of mechanics. The provincial and municipal schools, and those for foremen, workmen and apprentices, all are fitted with models, tools and laboratories. There are also numerous drawing schools, in which classes are arranged to suit various trades needing such instruction.”

This educational movement of the Germans stimulated the French,

and the Exposition of 1867 startled England by revealing her own inferiority. Says Mr. J. Scott Russell:

"It was the Exhibition of 1867, in Paris, which gave the nations, and especially England, a final lesson. By that exhibition we were rudely awakened and thoroughly alarmed. We then learned, not that we were equalled, but that we were beaten, not on some points, but by some nation or other on nearly all those points on which we had prided ourselves."

The far-sighted policy of German educators had deprived England of her supremacy and the alarm which the evidence of her descent occasioned was well grounded. Yet America has quite as much at stake as England. Competition is growing sharper among us. High tariffs will not last always. We must be ready to oppose skill to skill, else our manufactures will be driven out of our own markets. It is time to have ceased talking about the "pauper labor of the old world." Much of that labor is intelligent to a degree that puts our own to the blush. The industrial classes of Germany have been educated, with reference to their employments in life, with as scrupulous care as the professional classes have been educated with reference to theirs. Our policy has differed from theirs. Compare the expense lavished upon college boys with that devoted to the instruction of those about to become mechanics and tradesmen. It is many times greater; but with what reason? It involves no denial of the great value to society of college culture to say that other lines of thought and activity have their just demands upon the public treasury or to affirm that if our densely peopled State is to hold her rank she must educate not fewer students in college, but more in the trade and technical school. Unhappily, such schools do not exist; but that our welfare demands their speedy creation every one familiar with the subject loudly affirms. A recent law introducing drawing into the schools was a wise movement. Those who doubt its utility do so without reflecting upon the constant and increased demand for the artistic delineation or decoration of a multitude of objects in almost every department of mechanical pursuit. Skilful draughtsmen are in requisition everywhere; and perhaps there is no talent possessed by our children that is so impatient of the restraint hitherto imposed upon it as that for this useful and beautiful art. In our opinion, not only should drawing be thoroughly taught, but if the proposed law, allowing all towns of more than five thousand inhabitants to establish a free technical school shall be enacted, the true interest of this town will be consulted by immediately creating one.

*School Committee.*—CHARLES R. BLISS, *Chairman*; EDWARD A. UPTON, LUCIUS BERRY, THOMAS WINSHIP, CYRUS WAKEFIELD; SAMUEL W. ABBOTT, *Secretary*.

## WATERTOWN.

It only remains for us, before passing from this subject, to say a word upon another of its subdivisions which we fear has not always received the consideration that its intrinsic importance demands. We refer to that instruction which often, not intended to be given to the pupils, is yet insensibly imbibed by them every day and every hour; that education of character in which the scholar gradually, and often unconsciously, develops himself into the likeness of the teacher or the guardian whom he has been taught to regard as a model, until he has assimilated many of the more prominent characteristics of the latter. As has been beautifully said: "Human agency can cause the atoms of matter to pass from one state to another, or from one condition into another; but to destroy them requires the same infinite power which called them into existence. The various forms of matter may be ground to powder or dissipated in vapor. Animals and plants may die and be decomposed, their particles may return to the common earth or float insensible in the air, but they are not lost. They enter into an infinite series of new combinations, and reappear in other forms of beauty and of life. In the ceaseless round of change, not an atom is destroyed or lost." And the same is true of mental life. No thought ever dies; no idea, once promulgated to the world, has yet ceased or will ever cease to operate for good or for evil upon its destinies. And this is specially true of the teacher whose peculiar duty it is to give instruction, to whom those that surround him are wont to look for an example, and whose slightest word and least premeditated gesture may be the seeds of good or evil in his pupils. There is room, then, and ample opportunity for each teacher to exert himself to see to it, not only that all his actions originate from right principles, and direct themselves towards noble ends, but that in no case shall his motives or purposes be open to misconception on the part of his pupils. A clear transparency of character, admirable in all, is doubly necessary to the model teacher, although this is far from being the only qualification which he needs. In his school-room each scholar should see, beyond the possibility of mistake, that his teacher is like the great king, in Lowell's poem:—

"Strong to keep upright the old,  
And wise to buttress with the new;  
Prudent, as only are the bold,  
Clear-eyed, as only are the true."

Our own experience during the last year, although we have earnestly endeavored to bestow upon the educational interests of the town all

the time that it has been possible for us to give them, has served to confirm us in the belief which we formerly entertained, that a proper supervision of our school demands, and would repay, more attention than can be afforded by any one who is liable, at the most critical moments, to be called off by the pressure of other duties. An increase in the number of the committee, it is apprehended, would rather lessen the efficiency of our labors, by detracting from their unity and harmony of action, than increase the aggregate amount of time available for school purposes. And all the teachings, both of theory and experience, by which mankind have learned that the executive power of government should be confided to a single hand, seem to us to apply with as much force to the administration of our schools as to other public affairs. A school committee, without a superintendent set to manage our educational interests, seems to us to occupy pretty much the same position as that which would be held by the council of the State, if it were called upon to act, as the chief executive power of the Commonwealth, without any governor; it is the French Directory over again.

*Chairman School Committee.*—H. J. EDWARDS.

#### WESTON.

Another hindrance to more rapid progress is found in the superabundance of matter contained in text-books. Many of these books contain a mass of rules and facts which overburdens the memory, and tends to enervate rather than to stimulate and develop the mental powers. The memory, like other faculties of the mind, may be overworked. A mind completely disciplined is one, all of whose faculties have been equally developed; hence the system of teaching demanded is that which calls in to exercise all the powers of the brain. But as it is now the strain upon the memory is too severe. For instance, the geographies now in use are crowded with names of rivers, islands, capes and bays of no importance to scholars in New England, because they will seldom, if ever, be seen in print, except in the text-books. And the places they stand for will be visited alone by the most daring mariner or the ambitious explorer. Many of these names are foreign, requiring the best linguistic powers of the teachers to pronounce them. The children and youth of New England require a geography very different from that which is adapted to Siberia and Lapland. Could some one give us school-books eliminated from all the superfluous matter which encumbers the books now in use, a very serious hindrance to the progress of schools would be overcome.

*School Committee.*—ALONZO F. BENSON, EDWIN HOBBS, GEORGE W. DUNN.

## WINCHESTER.

It is impracticable to secure for each child at school the special training which he needs peculiarly for his probable sphere in life. Only those wants which are common to all can be supplied in the studies of the school course. So it is equally impracticable to provide just that individual discipline which may best regulate his natural impulses, or the most directly develop the best elements of his character. The study of individual traits may suggest, for example, methods of punishing offences peculiarly appropriate, yet these will be found too "partial" and singular for general adoption, and utterly fail in the moral effect desired for the school at large.

The parent who "understands best" his own child's disposition, is often disposed to exact a treatment of that child in the school-room which most accords with his at home, overlooking the fact that fifty other children are associated with his child, each with a "peculiar disposition," and that the concern of the teacher is to average these individualities of mental and moral character as best he may; and it must not be expected of the teacher that he shall harmonize the fifty peculiar dispositions by any other process than the parent might find it necessary to adopt, were he to take the fifty into his own household,—that is, by devising rules of order affecting all alike.

*Theory of School Government.*—The summary of the prerogatives and obligations of the teacher is found in the accepted statement that he stands in the place of the parent, and that the school is essentially his family, to regulate and order according to his best discretion.

"The tutor or schoolmaster has such a portion of the power of the parent to restrain and correct as may be necessary to answer the purposes for which he is employed."—1 *Blackstone*, 453.

"The power allowed by law to the parent over the person of the child may be delegated to a tutor or instructor, the better to accomplish the purposes of education."—2 *Kent's Com.*, 205.

"A schoolmaster stands *in loco parentis* in relation to the pupils committed to his charge while they are under his care, so far as to enforce obedience to his commands, lawfully given in his capacity of schoolmaster, and he may therefore enforce them by moderate correction."—*Legal decisions, passim*.

The spirit of the common law is illustrated in the well-known anecdote of the schoolmaster and Charles II. The monarch visiting the school was addressed by the master, "Sire, pull off thy hat in my school; for if my scholars discover that the king is above me in authority here, they will cease to respect me."

The following language will also be found in published legal decisions: "In school, where the mind is first placed under care to be fitted for the grand purposes of life, the child should be taught to consider his instructor, in many respects, superior to the parent in point of authority." "To aim a blow at this power, would be to strike at the very basis of magisterial authority." "The old maxim of English Law, 'every man's house is his castle,' is applicable to the schoolmaster as to any other person who is in the lawful possession of a house." "Having been legally put in possession, he can hold it for the purposes and the time agreed upon; and no parent, not even the governor of the State, nor the President of the United States, has any right to enter it and disturb him in the lawful performance of his duties. If persons do so enter, he should order them out; and if they do not comply, he may use such force as is necessary to eject them. If unable to put them out himself he may call others to assist him; and if no more force is employed than is necessary to remove the intruders, the Law will justify the teacher's act, and the acts of those who assist him."

Parents have no legal right to dictate the teachers of Public Schools.

In confirmation of this, reference may be had to the decision in the Case of *Spear v. Cummings* (23 Pick. 224), some of the prominent points of which are, that the parent has no more right to enter the school-room to direct the teacher, than the teacher has to enter the dwelling of the parent to interfere in the management of the household.

Lawful possession of the premises establishes in either case exclusive rights, and determines exclusive authority.

The parent, in the matter of the Public Schools, is not the employer of the teacher, and the notion of employers' rights, too often obtruded in this connection, is totally inapplicable.

*Qualifying Considerations.*—The theory of school government thus set forth, notwithstanding its sharply defined terms, is yet limited by several very important considerations. It is not true that the teacher takes up exactly what the parent resigns when the latter commits his child to the care of the former; nor is it true that the parent's responsibility does not, in some important respects, follow the child into the school-room, or the teacher's responsibility to the very fireside of the child's home. The suitable clothing of the scholar, the supply of his books, the adjustment of domestic hours to the times of the school, and the obedience of the child to the teacher, both in the school-room and on the way to and from it; some degree of care for the child's lessons, and still more for the habits he forms of application and deportment, are matters of unabated parental responsibility; while the teacher's prerogative has been sustained and his duties inferentially defined by legal decisions, in cases in which a scholar has been punished for words and acts out of school hours, and even at the parental hearth.



In the case of *Lander v. Seaver* (32 Vt. R. 120), it was held that, "even after the pupil had reached home, and has been there some time, if he should commit any act of misbehavior which would have a direct and immediate tendency to injure the school and subvert the master's authority, he may be punished for it in the school the next day."

And among the specifications of acts so punishable are named, "injuries to books or apparatus belonging to the school, or to the other scholars or to the master"; "language used to stir up disorder and insubordination, to bring odium or disgrace upon the master;" "writings or pictures suggesting evil and corrupt language, images and thoughts to youth who frequent the school:" "acts which tend to impair the usefulness of the school, the welfare of the scholars and the authority of the master."

Such power of punishment was held to be "essential to the preservation of order, decency and good government in schools."

When a teacher had expelled a scholar for her immoral practices while at home, in the evenings, although no fault could be found with her deportment at school, the court sustained the act of the teacher, as in the case of *Sherman v. The Inhabitants of Charlestown* (8 Cush. R. 164).

Another modification of the parental view of school government is suggested by the fact that the child, in passing through the several grades of the school course, must encounter too great a variety of parental management to consist with the *in loco parentis* theory, strictly interpreted. This presents not a valuable combination or compound of parental traits so much as a bewildering intermixture of incompatible ones, ranging from the "loving" all the way through, the "sentimental," the "poetical," and the "Gradgrind" and the "Squeers" types; and it is a simple impossibility for the child to maintain a purely filial deportment. Hence school government must differ widely from that of the family, and conventional be substituted for the "natural" methods so much insisted upon by our theorists, who, in defiance of the tide of human experience, would make tender mothers alike of all whiskered masters, and feminine captains of fifties.

Again, there is not a little obscurity in foisting persons so young as teachers usually are, as a class, into the administration of parental functions, in a family so large and miscellaneous.

Also, there is something preposterous in requiring of a child the same regard for his teacher which nature has devised for his filial relations.

It may be added to the necessary modifications of the parental theory that the necessities of order in the school-room involve requirements which no parent would deem proper in household management;

and that rebellious acts or impulses cannot be measured by the same or indeed very similar standards.

Without extending this enumeration of exceptions it is sufficient here to observe, that under the shelter of such theories of school government as claim to be the "enlightened sentiment of the age," much is exacted of teachers which upon little reflection is seen to be erroneous and absurd.

While it may be true that the school should embrace in its administration many of the best traits of a well-regulated family, and that the good teacher may be properly expected to exhibit the virtues and graces of an affectionate, earnest and considerate parent, yet it is not true that the school is a family, in the sense so often implied in the theories, or even in the legislation respecting its management. The definitions of rights and obligations drawn from the one administration do not fully apply to the other.

*Essentials.*—The following summary of the essential conditions of success in school management will exhibit the most clearly what is rightly expected of a teacher, and what exigencies should be recognized in all criticisms of his administration.

*Order.*—First of all there must be systematic order. Successful household management requires this, and in military organizations, whence our analogies should the more properly be sought, perfect order must be rigidly observed. The larger the collection of individuals the greater the necessity of that common law which holds each responsible for any omission or violation of the rules of order.

The hours appointed for school exercises should be exactly observed. The order of the occurrence of these exercises should be deemed an essential matter, any infringement of which is to be deplored both for the confusion it may cause and the weakening of the pupil's sense of obligation. Prompt and constant attendance upon each day's appointments, and each exercise of the day, is a duty to which the pupil should be held strictly accountable.

All appeals from parents, asking that exceptions in the order or the character of the school exercises should be made in the cases of their children, should be strenuously resisted. The value of the school to many families who affect to find reasons for some variation of the school order in some peculiarity of the child's state of acquisition, of his disposition, employment and destined course of life, will be found to consist largely in the very firmness with which their suggestions are declined.

Perfect subordination is an absolute requisite to success in school government; it is fundamental to a good school.

This has its conditions of easy or natural fulfilment in the school very much as they are found in the military organizations; and it is

as readily seen in the one case as in the other that "judicious severity is, in the end, the truest kindness." When, from the inflexible order and intelligible symmetry of movement observed, subordination becomes a matter of habit, comparatively few temptations arise to rebellious resistance.

But subordination involves the existence of authority and the power to enforce it; and here arise the discussions and criticisms which have most agitated the public mind. It is not a mere rational and affectionate compliance toward a superior, like the deference yielded and gracefully accepted between friends. It is simply submission to authority, an acknowledgment of the right to command and the obligation to obey.

Whatever considerations are proper to be urged as to the motives in play, in the acts of commanding and obeying, the ultimate statements will be that the teacher must enforce his commands, and the scholar must submit to the acknowledged authority, or there is no subordination, no real government in the school.

The term discipline is sufficiently flexible to suggest various means of securing subordination. Indirection, finesse, reasoning, pleading, cajoling even and the employment of rewards, or tokens of especial favor, may be employed, but these or similar by-ways can conduct to no substitute for the simple formula,—the teacher may command and the scholar must obey, or its corollary, that the teacher has the right to enforce obedience.

Coercion sounds harshly; yet no human government ever did or ever could exist without it. If the necessary control is practicable without the use of the rod or the infliction of bodily pain, the better will be the government, doubtless; while on the other hand the worse will that government be which, by sparing the rod, compromises with rebellious resistance. Children instinctively assent to the propriety of employing force to overcome all such resistance. That punishment, not the mockery of it, real and afflictive punishment, is just and proper, as the consequence of disobedience, every child apprehends; and at no point is the success of schools so much impaired by the interference of parents, or the criticism of those whose notions of justice are as loose as their estimates of government are vapid and fanciful, as at this.

The notion that submission is degradation, so commonly entertained, is not only pernicious to good order, but contrary to our unperverted moral instincts. A right mind is wakeful to the majesty of law, its inviolability, and apprehends that, as its ends are beneficent, so is submission honorable and full of personal dignity.

*School Committee.*—GEORGE COOK, ALONZO CHAPIN, J. C. JOHNSON.

## WOBBURN.

Our school system is often criticised and, not unfrequently, every disease with which a scholar becomes afflicted, is attributed to the "forcing process" of the school-room. I believe, indeed, that the system is imperfect, though not so much in consequence of the "forcing process" as from the failure of provision for a suitable amount of healthful physical culture. That good old maxim, *mens sana in corpore sano* (a sound mind within a sound body), which both the Greeks and Romans so well understood, is too much ignored in our day and generation. I have the profoundest respect for that ancient system of physical training, which, though severe in its nature, formed an important part of the education, and which produced such stalwart men and women.

How to combine these two essentials in a manner fitting the present necessities, is a momentous question, yet to be solved, before any school system can be rendered complete. Educators of the day are awaking to the importance of this question, but, until a better plan is presented, parents have a work to do in the matter. What the school fails to provide can, in great measure, be secured by judicious home management. The strong and well need no restraint and suffer no injury from the amount of mental training required in our schools. The delicate and feeble in constitution—and this class is not small—must not be required to perform the same amount of mental labor which is expected of a well person. But matters of this nature can be regulated very much better by the parent than by the school committee. We find, however, that parents do not exercise the discretion we might expect in regard to the physical condition of their children. They are wont to chafe at any restraint which prevents them from rushing through the different grades in the shortest possible time. At least, they too often yield to the ambition of the child who thinks only of promotion or feels degraded in the failure. That ambition which seeks for the highest rank, however good in itself, is a mistaken one, when health is sacrificed in its pursuit. I fully agree with one who says, "If the choice lie between healthy ignorance and an overtaxed brain, a dwarfed body, a weakened intellect, a variety of diseases and a premature grave, commend us to an abundance of healthy ignorance."

*Superintendent of Public Schools.*—E. H. DAVIS.

## NANTUCKET COUNTY.

## NANTUCKET.

A great difficulty in the way of fully carrying out the much-desired reform in the admission standard, is the eagerness of parents to have their children pushed forward rapidly to a high class or department. It cannot be denied that there is too much pressure to have young scholars "put up," rather than have them thoroughly and carefully taught. This places the teachers and the committee in a position where they must either advance scholars who are not properly prepared, thus acting contrary to their own better judgment, or else see their efforts to a great extent rendered useless, by having a large part of the class withdrawn. For how often is the child instructed beforehand by the parent to take his books and leave, if he does not find himself advanced to a higher class or department at the end of the term; and as children generally like a change and novelty, such a practice operates perniciously both upon the child itself and upon the schools, defeating the best efforts of those who are aiming at improvement by requiring high standards of scholarship for promotion.

*School Committee.*—WILLIAM H. MACY, WILLIAM H. WAITT, JOSEPH MARSHALL, ANDREW G. HUSSEY, GEORGE A. MORSE, DAVID C. BAXTER, ARTHUR E. JENES.

## NORFOLK COUNTY.

## BELLINGHAM.

*Attendance.*—This subject presents several phases. The worst, and the one to which we now particularly refer, is seen in the case of those who do not attend school at all. Some will be found within the limits of nearly all our schools who belong in this class.

It is now generally conceded that it is better to support schools than houses of correction, and it is also true that boys are usually candidates for the one or the other of these. The committee recommends that every facility to reach such cases be vested with the school com-

Committee, even to the furtherance of town or legislative enactments for this purpose.

Another phase is presented in the case of those who become members of the schools, but whose attendance is so irregular as to seriously impede the progress and efficiency of the schools. The effect of irregularity in attendance is not only a source of vexation to the teacher and demoralization to the school, but its effects upon the child himself are bad, both for the present and the future. The habits which a child acquires cling to him through life. How essential, then, that they be correct habits.

We have observed that those schools which show the best record of attendance and the greatest punctuality, almost invariably attain the highest proficiency. The views we have expressed refer to a source of much trouble to teachers, and we know will meet their hearty approval.

*School Committee.*—J. T. MASSEY, F. A. SHARBORNE, ANSON A. WHEELLOCK, STEPHEN F. COOMBS, ROLAND HAMMOND, C. H. CUTLER.

### BRAINTREE.

During the year the schools have continued to offer all facilities that could reasonably be required by any parent or scholar, for obtaining a thorough school education. There is now an opportunity of studying with thoroughness, not only the ordinary English branches, but in the High School a thorough training may be had in Latin, Greek and French.

With a view to a more exact understanding of geography, and studies connected therewith, all the schools have been supplied with globes, and your committee would here express the hope that teachers will not fail to make frequent use of these in their geographical teachings. Especially beginners in geography should be accustomed to consider different localities and their relative position to each other as they really exist on the earth, and not as projected on the flat surface of the map.

*School Committee.*—HENRY A. JOHNSON, ALVERDO MASON, NOAH TORREY, A. S. MORRISON, J. WARD CHILDS, DANIEL POTTER.

### BROOKLINE.

*Examinations.*—As a step to that end I have designated certain subjects upon which the pupils are to be thus examined at the close of the term ending in March. It is intended, also, that each examination shall cover all the work that has preceded it for the year, and in such studies as arithmetic, where a thorough understanding of almost everything that has preceded is necessary for the mastery of what follows,

each examination will embrace the entire subject as far as studied. To this plan the objection is made that too much will be required both of the teacher and the pupil; that the teacher will not have the time to give to so much review as the plan would necessitate, and the pupil cannot be expected to keep fresh in his mind subjects to which his attention was given two or three months ago. The objection is in my mind a confession of weakness, and of a grave defect in our schools. Why should there be any objection to such examinations if the subjects have been thoroughly taught, and what is to be said of a system that tolerates anything but thorough teaching? No subject should be taught in our schools with which the pupil should not be made so familiar in its important features that an examination at any time will not be deemed a hardship. If by examinations or any other device habits of definiteness and thoroughness can be formed in the pupils, the exercise will be deemed a great success.

Another objection, long handed down, and probably more revered for its age than for its worth, that examinations are no test of a pupil's knowledge, seems to me to express the distrust of a poor teacher or unfaithful pupil. A pupil either knows a thing or he does not know it. If he knows it and has been taught to express himself properly his examination will show that he knows it, and if he does not know it his examination will show that fact also, and in either case our object will have been gained. Examinations I regard as one of the most efficient means of bringing our schools to a high and uniform standard. Of so much importance do I regard them that I shall ask of your board permission to keep a record of such examinations as are given under my own direction, with a view of allowing their results a proper weight, in connection with the final examination, in deciding upon a pupil's fitness for promotion from class to class, including promotions from the Grammar to the High School.

Recitation hearing tests the pupil's faithfulness to his text-book. While well-conducted examinations test the excellency of the teaching or show the want of it. The one secures familiarity with the day's lesson, the other with the subject. It is one thing for a pupil to prepare a lesson for immediate recitation and quite another to gain a familiarity that will be shown in clear, intelligent answers after several weeks have passed. The evil I would avoid is that which has found expression several times during my visits to the schools. I have heard pupils ask to be allowed to recite a lesson at a particular minute, and when refused and asked why they wished to recite then, the answer came prompt and ingenuous, "Because I know my lesson now and if I wait until time for recitation I shall have forgotten it." The pupil was not to blame for this estimate of the importance of preparing a lesson.

the answer meant that his teachers had not kept before him a proper standard.

The objection that systematic examinations bring into such close comparison the work of different teachers, that great anxiety is caused among them, is to my mind a recommendation. I entirely agree with Superintendent Harrington of New Bedford, who says, in regard to this objection, that "any system of inspection which shall occasion the teacher little or no anxiety must be a contemptible farce." I know of no better standard by which to judge of a teacher's worth than the results of her work.

In the Primary Schools is laid the foundation of the child's future education, and there we certainly need master workmen. Nor can the work be fairly done without thoughtful preparation and a judicious adaptation of different methods to the peculiar wants of different pupils.

More oral work is required than formerly, and deserves, I think, especial attention. Nor is it meant by oral instruction that the teacher shall merely read to the pupils on such subjects as are mentioned in the course of study. She is expected to become so familiar with whatever she is to teach orally as to make it seem to the pupil more like a story than a lesson. The exercise can be made very attractive or very dull, and just this difference will be found between good and bad teaching.

Nor is the work confined to recitations. To keep the pupils pleasantly busy and make the school-room a happy place is certainly a very important part of a teacher's work. I one day stepped into a school-room and found the teacher just preparing to allow the pupils a game of fox and geese, which consisted in a chase around the school-room, and which took the minds of the little ones entirely from their work and brought every muscle into action. The game over, they were fresh and ready for work again. The services of a teacher who knows how to vary her work so as to meet the needs of the little ones are invaluable.

My attention has been given in this grade more to reading than to any other subject, because I consider it the most important. The attempt has been made, and in proportion to the efforts of the teacher has, I think, been successful, to correct the inane style of reading so characteristic of Primary Schools. Children are made to resemble animated horns so constructed as to utter articulate sounds. Certainly their spasmodic and explosive utterance are totally devoid alike of intelligence and expression. But so long as we hear the often-repeated question, "Don't you know the word?" followed by the direction, "Then spell it," so long must we expect to hear this empty utterance of sound. The study given to the subject has led me to adopt what I



suppose to be the word method, until we are allowed to use the yet better method of Leigh, of which I shall speak more fully below. Words must be made so familiar that they may be recognized at sight before intelligent expression can be given. If a little one is called upon to spell every word that is not familiar to him, the utmost tension of his mind is required in the spelling, not to mention that no amount of labor on the child's part will lead him to a proper pronunciation, even after the word is spelled, and to expect him besides to give intelligent expression is a gross absurdity. I have, therefore, asked the teachers to exercise the pupils daily in pronouncing words at sight. This method if adhered to will, I think, not only give the pupil a familiar acquaintance with words, but greatly tend to secure clearness and accuracy of enunciation. Indeed the improvement already made in some classes is very marked.

But the words once mastered, another erroneous idea remains to be combated. It is difficult to find persons who do not think they have found the key to good reading when they say "Now read that just as you would say it." Suppose, thus appealed to, the child should follow literally the direction given, the chances are many to one that he will say it with defective and indistinct articulation and with imperfect emphasis. It should be borne in mind that the pupil needs to have even his every-day habit of speech corrected. The teacher must be his guide and from her must the majority of the pupils learn whatever they are to know of proper reading. To accomplish her object she must patiently read lesson after lesson and cause the pupil to repeat them after her, phrase by phrase. Children even in Primary Schools can be taught to read well; indeed, young children will catch the teacher's exact intonation much more readily than older ones, and a Primary School is a success or a comparative failure in proportion as it lays the foundation for good reading, or fails of it.

The word method, in connection with the drill in expression above suggested, seems to me likely to produce better results than any plan that has suggested itself, if we are confined to the use of old methods.

Closely allied with reading, and of perhaps equal importance with it, I would rank all exercises that tend to cultivate the attention of the children and give them command of language. Several copies of the "Nursery" have been put into the schools, from which, and from other books, the teachers read selections and then, as a test of the attention given, and as an exercise in giving them the command of a larger vocabulary, the children are asked to give the story as best they can in their own words. The pride of the pupil is at once appealed to, and each one is ambitious to surpass every other, both in the minuteness of his account of the story and the readiness with which he can reproduce it. The exercise is not only very interesting, but if the selec-

tions are well made a great deal of information may be conveyed, though the primary object is to cultivate the attention and give to the child the ready command of a larger vocabulary, to make of him a good listener and to give him the power of telling what he has heard. The danger to be guarded against in this exercise, as in every other in this grade, is that of over-estimating the power of the pupil. The simpler the selections the more they are likely to answer the purpose for which they are designated.

The exercise of printing words from books, mentioned by the course of study, and which I questioned very much at the time of laying out the course, I would have superseded by script writing, the latter being as easy, if not easier, than the former, and far more useful. Script-writing would also make it possible, to a very limited extent to be sure, to introduce dictation exercises into this grade. Our failure to make good readers, attentive and discriminating hearers and intelligent talkers of our children has made this exercise seem to me more and more desirable, and, since reading the report of the superintendent of the Cincinnati schools on this point, I am quite ready to advise a trial of both script-writing and dictation thus early in the schools. The plan there adopted is this: An object lesson is given and the name of the object is placed upon the board. The pupils are at once put to work to write the letters of the word on their slates. The superintendent states that,—

“In the course of three or four months the pupils are enabled to write with considerable facility sentences made up of small words. Then follow the simplest dictation exercises. In this way, by the time the pupils have reached the second half of the second year in school they are competent to write a simple composition with but little assistance from the teacher.”

*Language.*—The recommendation, therefore, so earnestly made that more time be given to language in the Primary Schools, is urged for the Grammar Schools with even more earnestness. As the hand-maid of all knowledge I would make the acquisition of language the most important thing in all elementary education. I would make almost every school exercise in some way serve to give to the pupil a wider vocabulary and accuracy in its use. Time thus spent cannot but be well spent.

*Dictation.*—Among the measures that seem to me of the greatest value for this purpose I know of none that I regard more highly than dictation exercises. Though this should be their chief use I would make them serve useful purposes. Selections well made may here, as in the Primary Schools, be made the means of conveying in an agreeable manner much interesting and valuable information, and if carefully prepared beforehand by the teacher, as they should be, the

pupil will necessarily learn the value of good reading and naturally feel a desire to improve in it. The pupil should then be required to write down in his own words as minutely as possible the substance of the selection. Attention should then be given to reading and criticising the exercises. Each pupil should be encouraged to supply such parts as were omitted by others, to criticise the language used and suggest better. I would include selections from the best poets. Next to translating from another language I know of no exercise more likely to cultivate attention and put a pupil's power of expression to the test, than attempting to put poetry into good prose. If geographical, historical or other references occur the exercise may be almost indefinitely continued and varied with advantage. The pupils would thus become better and more discriminating listeners and at the same time their knowledge of English would be continually extending. This part of our programme has received far too little attention.

*Memory.*—Of hardly less importance than dictation I would make memorizing, though its value as an aid to language I consider of perhaps secondary importance. Doubtless memory will be said to have sufficient exercise in properly preparing the daily lesson. Altogether too much. The object of the exercise is not merely, not primarily, the cultivation of the memory. I quite agree with Fletcher in thinking him a wise man who said, "If a man were permitted to make all the ballads, he need not care who should make the laws of a nation." There is in the saying a great deal of philosophy worth our attention. I would not, however, be understood as wishing to confine the exercise to selections from poetry. On the contrary, I would encourage in the higher classes greater prominence to selections from prose. If the selections are well made and properly taught, I cannot but believe that the acquaintance thus made with some of the noblest and most beautiful thoughts of the best minds must result in a great elevating power. It must lend a silent yet powerful influence in the way of cultivating the taste and fitting the pupil for the appreciation and enjoyment of better reading than that now called for by the public taste. It will also make him familiar, in a limited number of cases to be sure, with the best language in its best usage. It is intended to begin the exercise in the Primary Schools with simple nursery rhymes such as we all love to recall, and such as are cherished as among the pleasantest memories of childhood.

But there is yet another end which it is expected this exercise will forward. When, of a class of twelve, with but one year between them and their entrance to the High School, not one had ever heard of Cicero, Milton, Homer, Raphael, and other equally famous men; and when, in the next lower class, but two out of twenty-six had ever heard of Longfellow, I cannot but feel that we are doing wrong in letting pas-

this our best, if not only, opportunity for sowing the seeds of culture and general intelligence, for in our Grammar Schools is obtained all the education that the majority, perhaps, of our pupils ever acquire. With the selection should be learned the most prominent facts connected with the life of the author, and such an acquaintance with some of his other best productions should be gained as may be had by hearing them read by the teacher; a meagre acquaintance, certainly, but better than none at all, and likely to stimulate a desire for a more extended one. Meagre though it may be, I am fully of the opinion that a better knowledge of English literature may in this way be obtained in our Grammar Schools than is now generally obtained in High Schools.

The knowledge, however, is not of so much importance as that the taste will be improved and the foundations laid for a higher degree of culture throughout the community.

*Grammar.*—It is thought that the exercises in language of which we have just spoken may in some measure help to dispose of that difficult question, How shall grammar be taught, if taught at all, in its technical sense?

That it is a failure, as ordinarily taught, few who have seen the results and have given thought to the subject will deny. Pupils, in the majority of cases, think of it as having no more connection with other studies than arithmetic or physiology, while it should evidently be made to appear as an accessory to them all.

Grammar is, of course, but a systematic statement of good usage, and hence the argument so enthusiastically urged by many superintendents and school committees, that simply an acquaintance with good usage is all-sufficient, seems on the face of it very plausible and would seem to be irrefutable but for the fact that almost none of the pupils of this grade ever have sufficient acquaintance with good usage to know what it is.

I think it well to have the pupils taught the most general principles of the subject, and even to make it, in a limited degree, a subject of scientific study. The ability to separate sentences into their elements, technically called analysis, I regard of great value both as a mental exercise and as a means of enabling the pupil to read and write understandingly.

I know not which is the more absurd, to insist that grammar should be learned by an acquaintance with good usage, and yet give little opportunity for such acquaintance, or to say that good usage should be learned by an acquaintance with grammar. Each should rather be regarded as the supplement of the other. In other words, I would have Grammar taught in its application to language.

Even if in any way pupils could be made acquainted with a sufficient

- number of good authors to know what good usage is, I should yet think an acquaintance with technical grammar and analysis of sufficient importance to demand our attention. I can see no philosophy in advocating some studies simply for their value in cultivating the reason, and yet in the study of language requiring the pupil to be content with simply knowing that one expression is wrong and another right.

The disrepute into which grammar has fallen is due to the fact that it is poorly taught, and not to a want of value in the study itself. If the number of dictation exercises is increased as suggested, and if, when errors are made, attention is at once directed to them and the reasons for the corrections made are explained, as far as the explanation comes within the knowledge of the pupil, and if, above all, the teacher knows enough of the subject to enjoy teaching it, grammar will be made a thing of living interest and of lasting benefit.

Pupils can be taught the science of grammar and be interested in its application to their every-day speech, and through the science they can be made all the better acquainted with the correct use of language.

*History.*—The plan almost universally adopted in teaching history is harmful in every respect. Foremost among the evils to be remedied is, I think, the rigid adherence to text-book matter and text-book methods. To so great an extent is the abuse of books carried that one is almost driven to say that they are one of the great obstacles in the way of even a tolerable knowledge of history.

As much attention is given to events of trifling or no moment as to those of grave importance and, as in geography, the pupil issues from the labyrinth either with no knowledge or with a knowledge so minute as to demonstrate an immense waste of time. It seems to be taken for granted that every book that is put into the hands of the pupil is to be “chewed and digested” as a whole, while many parts of them are worth no more than the “tasting.”

Waiving the knowledge acquired, the ordinary plan of teaching it destroys the value of the study as a means of educating and disciplining the mind. If the teacher should read the lesson to the pupils before assigning it, requiring them to note down the points that seem to them important, and should then bring forward points that he regards as of especial value and give his reasons, a very valuable and much needed training in reading and studying thoughtfully and with discrimination would be gained. Such a habit in itself would be of more value to the pupils than all the history learned.

But there is no reason why the pupil should not be put in the way of becoming a good student and at the same time come into the possession of some considerable knowledge of history. There are too many vastly important and interesting events capable of being vitalized so —

as to engage the intelligent and willing attention of the pupil, to have his time frittered away on unimportant details.

There must first be an interest created. Let the teacher have the lesson so vividly before him that he can discuss the events as he would yesterday's occurrences and speak of the actors as if personally acquainted with them. Let him encourage each pupil to gather from outside sources whatever he thinks especially interesting concerning the subject under consideration, and the interest and impression will be deepened tenfold. The pupil feels that he himself has contributed something and feels a corresponding interest. It will be his work and he will try to make it a success.

Such dates as are worth remembering should be learned by association with a few central dates that mark events of great importance; and the attention of the pupil should be directed to these central events, not as a collection of detached facts, but as the result of events that have preceded and as the probable cause of important events that follow.

Again, the association of dissimilar events will greatly aid the pupil in systematizing his knowledge so as to make it available.

Now, in the discovery of America we have a central point from which, as a basis of operations, a judicious teacher may make excursions into the field of history, and almost without knowing it the student is familiar with a very important epoch. History is filled with rallying points like this, a score or more of which, when learned with the important events easily and naturally grouped around them in their proper relations, would give to the pupil of this grade, in less time than that allotted to the study, a more comprehensive and intelligent knowledge than most pupils have on leaving the High School.

And to these events a vividness almost like that derived from a personal participation in them may be given, by the proper interspersions of anecdotes and by inviting an expression of views from the pupils. It is a great gratification to a pupil to be made to feel that he has a mind of his own and that it is worth using. The feeling will at once lead him to study his lesson with the intention of giving an intelligent opinion.

Without some such method the pupils will know nothing of the charm that belongs to the study, but will, instead, plod mechanically through what seems to them a wilderness of statistics and dry facts.

The union of the study of geography with that of history is another indispensable aid in giving reality to historical events, and so closely are the two allied that one cannot but wonder they should ever have been divorced. The absurdity likely to result from the disregard of the locality of a particular event was strikingly shown by one of many instances that fell under the observation of Professor Andersen of

New York. The pupil narrated, with commendable accuracy, the particulars of the bombardment of Boston Heights from Charlestown. At the close of his recitation Professor Andersen, pleased with the readiness of the pupil, tested the intelligence of his answer by asking where this Charlestown was situated. "In South Carolina, sir," was the prompt reply. This is a type, though it may, perhaps, be an exaggerated one, of a recitation in history.

The requisitions for a good teacher are altogether too indefinite in the minds both of the public and of teachers. Even such requirements as are clearly defined are of a character entirely unworthy the dignity and importance that should belong to the work.

I say "*should* belong" because the profession of teaching has no dignity. It is frequently, I had almost said in the majority of cases, entered upon as a make-shift or a stepping-stone, and is generally regarded by the man himself, and always by the public, as a work of which one should rather be ashamed than proud. I am frequently applied to for positions by persons who offer some apologetic explanation of the necessity for their undertaking the work. One applicant had the assurance to press her claim, and in the same breath to say, "But the idea of teaching in a Public School is rather frightful." The salary was desirable, but the condescension necessary for obtaining it was humiliating. We contemptuously speak of "sprigs of the law," and of their feelings of self-importance, but such an expression is never heard in application to teachers. The pride a lawyer feels in his profession, and the want of it felt by a teacher in his, is but a reflection of public sentiment, and is generally well grounded. The public demands training and culture of its lawyers, and accepts almost anything in its teachers. A prestige belongs of right to a profession in which so much is necessary to success, and to belong to it presupposes training and culture. It is equally true that one who belongs to a profession in which little is expected, will, with the greatest difficulty, if at all, disentangle himself from the disrepute that attached to it, and if he does not he must share in its humiliations.

My position is readily anticipated. I think teachers should enter upon the work as a high moral duty,—religious duty if you please.

The work should have the talents and energies of our best educated and highest cultivated men and women; men and women who, in addition to their talents and culture, feel that a dignity and a responsibility belong to the work worthy of their most conscientious efforts. Let public sentiment give to the work the dignity that belongs to it, and make the requirements for success in it such as must command respect, and soon the work will cease to be the make-shift and stepping-stone that it is.

*Superintendent of Public Schools.*—W. T. REID.

## CANTON.

The statute adding drawing to the list of required studies found the great majority of teachers unqualified by any previous training to give instruction in it. An effort was made by your committee to obviate this difficulty by placing in the hands of the teacher a little text-book, called the "Teacher's Guide," by studying which it was hoped they would be able to teach to some advantage. The result has been perhaps all that could reasonably have been expected from such a method, though far from satisfactory. In other towns where the same course has been pursued the same results have followed, so far as your committee are aware of the facts. The experience of towns where a special teacher of drawing has been employed to visit all the schools at stated intervals, and take *exclusive charge* of this branch of instruction, your committee believe has also proved unsatisfactory, the expense being in an inverse ratio to the success attained. A judicious combination of these two methods, however, has proved in many towns, and especially in Boston, a marked success. A competent instructor is employed to meet the teachers at stated intervals, and train them in the art and the best methods of instruction, and the teachers are required to reproduce in their schools the lessons received by them. This method, stamped with the approval of those who have tried it and commending itself as it does to the judgment of your committee, they recommend should be adopted in this town, and they have added \$500 to the estimate of 1873, to enable them to carry it into effect.

*School Committee.*—J. MASON EVERETT, T. E. GROVER, ISAAC HORTON, GEO. F. STUMMER, JESSE FENNO, WM. H. LITTLE, J. W. WATTLES, GEO. E. DOWNES, CHAS. ELLIS.

## HOLBROOK.

*Absenteeism.*—Truancy is not a very great evil in the schools of this town. No cases have been brought to the notice of the committee of scholars who have been habitually truant. But the absenteeism resulting from a tendency, especially strong in manufacturing communities, to allow or compel children to enter the shops and factories at an early age, before they have even reached the Grammar School, as soon as their work is a source of profit to them or their parents, is so prevalent as to demand our serious attention. That this evil can exist to such an alarming extent as it does throughout the State, is a suggestive commentary upon our school system.

It cannot be remedied, except by stringent legislation, and it is to be hoped that the present legislature will give us some remedy. Edu-



cation must sooner or later be compulsory. The State is the natural guardian of those children whose parents would rob them of the greatest blessing which it can offer them. To such parents who are forgetful of the greatest good of the child, the State must hold out education, not merely as a high privilege, but as an imperative duty.

*Drawing.*—Drawing has been introduced into all the schools of the town, except the Primary, as one of the regular studies. Lessons in that branch were given to the teachers by an experienced instructor, without expense to the town.

In answer to the somewhat violent opposition which was made to its introduction in some quarters, your committee would respectfully refer to chapter 248 of the Acts of 1870, by which drawing was added to the list of required studies.

*School Committee.*—FRANK W. LEWIS, BARTON HOWARD, C. H. PAINE.

### HYDE PARK.

Singing is undoubtedly a healthy physical exercise. It aids in expanding the chest, and is a preventive of diseases of the throat and lungs, of which so many thousands of our New England people die annually.

Eminent physicians have attributed the extraordinary exemption of the German people from pulmonary disease mainly to the universal habit of singing, in which they are trained from their earliest years both at school and at home. The erroneous impression still prevails to some extent, that only comparatively few of our children can learn music, and that, consequently, with a great majority of scholars, the time spent in this exercise is thrown away. In Germany, and in many of the schools of this country, singing is as regularly taught as reading or writing, and it has been demonstrated that not more than four per cent. of our scholars who begin singing in the Primary Schools are unable to learn to sing the scale.

*School Committee.*—ORIN T. GRAY, *Chairman*; AMOS WEBSTER, *Secretary*; PERLEY B. DAVIS, MARTIN L. WHITCHER, JOHN D. SHERMAN, RICHARD L. GAY.

### MILTON.

*Drawing.*—In accordance with the statute ordering drawing to be taught, and with the approval of the committee, the teaching of drawing has been continued, in the West School by Miss Sarah Vose, and in the other schools by Miss Eva Littlefield.

Teaching drawing from objects, as it is now taught, aims to train the children to see things exactly, and to represent them. It trains the eye in observation, the judgment in discerning the characteristic

features of objects, and the hand in representing them. Instead of asking the children for a pretty picture, the proper test would be to ask them to represent some object, and see how near they can hit its characteristic features. No great artistic result is to be immediately expected, of course; and the question about a child should not be, is he an artist?—for few are expected to be that,—but, is he better than he was before in observation, judgment of objects, and skill of hand? If he is, then the study does him good. The power of eye and hand thus educated is useful not only in all industrial and mechanical occupations, but in almost every occupation in life, besides the positive addition it makes to our life to acquire the habit of observing things more closely, and seeing more in them than we were able to see before.

There is some danger that having a High School will lower the standard of the Grammar Schools, as there is a constant tendency, on the part of the Grammar scholars, to push, as soon as possible, into the High School. We recognize the need of guarding against this by maintaining a high standard of admission for the High School, and sending back to the Grammar Schools those who have not fairly mastered the Grammar-School teaching; for a pupil learns more by finishing thoroughly his Grammar-School course than by entering without proper preparation upon the new studies of the High School.

*In behalf of the Committee.*—FRANCIS T. WASHBURN.

#### NEEDHAM.

The impossibility of efficient supervision of so many and widely separated schools, by a committee practically unpaid, becomes more and more manifest, and however long the appointment of a paid superintendent is postponed, the town may rest assured that not till then will the schools take high rank as a whole.

*Chairman School Committee.*—GAMALIEL BRADFORD.

#### NORWOOD.

The drain made upon the numbers, especially in the intermediate departments, during the berry-picking season, is so great that often the teachers have found it impossible during the last three weeks of the summer term to muster scholars enough to keep up the distinction of classes. Of course any examination of such schools at the end of the term can be little more than an empty form.

Against this notorious annual depletion of our schools during the month of June, it is perhaps useless to argue and plead—and the law provides no direct remedy—but if, for the sake of the children whose

studies suffer by the practice, parents would consent to make a sacrifice, and owners of large strawberry fields would forego personal interest so far as to hire older help at a slight increase of cost, we might hope to break the bad precedent of robbing the school-room three weeks before the long vacation.

*School Committee.*—FRANCIS O. WINSLOW, THERON BROWN, GEORGE W. GAY.

### QUINCY.

The evils of truancy are well known and obvious; its cure has long been sought. The presence in a school district of two or three idle and vicious children is not unfrequently the cause of the utmost annoyance and anxiety to both teachers and parents. Necessarily brought into immediate contact with all other children at the most impressionable period of their lives, their example and influence is most demoralizing. To punish and reform them is to deal with the criminal class in its infancy. The truant school is, therefore, an essential part of any good Common-School system. Without such schools, teachers and committees are practically powerless; the mere knowledge of their existence, however, renders it almost unnecessary to use them. Excellent truant schools now exist in most of the counties of the State, which, though established in particular towns, can be made use of by all other towns in the county. In these the candidates for a future admission to our jails are taken away from evil influences, and, while they are unable to injure others, are themselves reformed. No such school, however, exists in Norfolk County. It is confidently believed that this want will be remedied in the course of this present year. Should this be the case, it is very desirable that the school committee should be clothed with adequate power to act, which can be conferred on it only through a by-law of the town, which is subject to the approval of at least two justices of the superior court. The first of the two following articles is the form of by-law which has been adopted in Woburn, and in several other towns, to meet the need, and has been found to work well. The committee would recommend the adoption of both of these articles into the by-laws of this town:—

*By-Laws in relation to Habitual Truants and Neglected Children.*—

ART. I. Any child between the ages of seven and fifteen years, who may be found in any street or public place in the town of Quincy during school hours, and not giving a satisfactory reason for his or her absence from school, shall be arrested by any truant-officer of the town, and taken to the school to which he or she belongs, and delivered to the teacher thereof. And any child who may be found absent as aforesaid a second time shall be deemed an habitual truant, and may be punished accordingly.

ART. II. The board of school committee shall assign some public institution of instruction, or such other place as may be provided by law, for the reception of children who are habitual truants, or who, by reason of the neglect, crime, drunkenness, or other vices of parents, or from orphanage, are growing up without salutary parental control and education, or in circumstances exposing them to lead idle and dissolute lives. And any expenses incurred on account of such children shall be chargeable to the appropriation for the maintenance of schools.

Under the division of duties during the past year, the examination of all the schools in grammar was assigned to me.\* As a general conclusion from my observations during that time, I am compelled to say, that, although there is abundant evidence of much honest labor and drilling on the part both of instructors and scholars, yet, as now taught in our schools, English grammar is a singularly unprofitable branch of instruction. The children are indeed taught the names of the parts of speech, and are drilled to parse the words of an ordinary sentence; in the better schools they may even attain to some slight knowledge of analysis. I am, however, wholly unable to see that this labor at present results in anything more than a dry, useless and unattractive mental discipline. This I do not understand to be the object of a Common-School education, in which utility is the one end which should always be kept in view. The studies pursued in our Common-School course should be so pursued that they may result in something of direct use in the ordinary lives of New England men and women. The study of grammar ought to be as useful when tried by this test as that of arithmetic or reading, and more useful than geography or history. As now conducted, however, I greatly doubt whether one child in one hundred derives any practical benefit from it, or ever applies those rules and principles, an acquaintance with which has been acquired with such infinite pains. In this respect an immediate reform is called for.

The object of studying English grammar is to learn how to speak and write the English language correctly. This certainly is as directly useful a thing as any man or woman can possess; for the power of writing a simple letter or statement of facts in tolerably correct language, and in a legible hand, cannot but always stand any one who possesses it in good stead. Judging by the examination papers of the candidates for admission into our High School, it is an accomplishment rarely, if ever, attained in the Grammar-School course. I would by no means seem to imply that the schools of Quincy are in this respect below the average. I do not think that this is the case. The fact is nevertheless apparent, that the study of grammar, as now pursued,

\* C. F. Adams, Jr.

wholly fails to accomplish its object. It fails also, not because too little, but because too much, is attempted. The theory of a science is taught and the practice of a thing is neglected.

I would respectfully urge that a new system ought to be adopted to secure a better instruction. More time—a great deal more time during, at any rate, the last year of the Grammar-School course—should be devoted to that practice which alone enables any one to put his thoughts on paper, either correctly or legibly. The copy-book should be abandoned; and the scholars should be taught to apply the rules they have learned by putting their own ideas into language in legible characters. Nor, in doing this, is it necessary to ask of them dissertations on abstract subjects. Ambitious attempts of this character are the bane of the Common-School education; the best instruction, on the contrary, is apt to be that which is least pretentious. Half of the labor now expended in mastering abstract rules would produce accomplished penmen; and any child who can talk, can, if the pen is familiar to his hand, with but little practice, learn to write what he thinks. As good an exercise both in writing and in grammar as can be devised, and the one in use, as I remember, in my own school-days, with boys of ten and twelve years old, is to cause the most advanced class to write each day a sort of record or diary of what each member did or saw during the previous day. In this way a practice in writing and spelling is combined with the necessary and unconscious application of the principles of grammar. Such an exercise would, in my opinion, greatly tend to advance the standard of our Common-School education as regards utility in subsequent life, and might lead children even tender years to suspect that the study of English grammar is something besides a merely vexatious puzzle.

*Arithmetic.*—As the value of this study, whether for use or discipline, depends upon the clearness, accuracy and thoroughness with which it is learned, every principle should be so perfectly understood as to be readily applied to examples selected or made up by the teacher, differing from those in the text-books. All the fundamental principles of arithmetic should be so thoroughly mastered, that the scholar can apply them, not only with unerring certainty, but with the rapidity of thought itself. Merchants and bankers demand for countants ready reckoners. Our schools ought to produce them, not as mere exceptionals, but in the main.

To remedy, in part at least, what we conceive to be defects in the present system of teaching this branch of study, we venture the following suggestions, not by any means as a perfect system, but as an aid to better results:—

(1.) Let the whole system be taught and learned from *principles*, and not from *rules*: the former teach to *think*, the latter only to *repeat*.

If the scholar understands the principle he needs no rule. If he does not understand the principle, the rule is nearly worthless to him. Scholars should not be required to explain their processes by the formulæ as laid down in the text-books, but should be allowed to explain them in their own language, especially after those processes are well understood, and made familiar by practice.

(2.) No time should be spent—wasted—in preparation for what is termed brilliant or showy recitations. Too much time is often wasted, not only in learning to repeat rules, but also in performing examples contained in the books. As ciphering in itself is a mere mechanical process, imparting no real discipline, no time should be wasted in this after enough examples have been performed to illustrate and teach the given principle.

(3.) No one branch in the whole routine of Common-School education should be taught more independently of text-books than arithmetic. We do not mean by this to discard the use of text-books altogether. They have their appropriate spheres of usefulness. The fault is, they are too much and too frequently relied upon by teachers as the chief means, instead of the mere adjuncts, of teaching. They are the mere artificial machinery, which, without the aid of the skilful operator, will invariably produce imperfect results—the mere skeleton, which it is the province of the teacher to animate with life.

(4.) The teacher, in presenting his subject to his pupils, should not only be possessed of a perfect knowledge of the subject himself, but should be so thoroughly armed with illustrations and examples as to enable him to impart in the clearest manner that perfect knowledge to others. He should never pass from one subject to another until the former is well and thoroughly mastered. By pursuing the above methods, we confidently predict that far better results will be attained with great saving of time.

*Chairman.*—JOHN QUINCY ADAMS.

#### RANDOLPH.

Above all, and first of all, we must have the public sympathy and encouragement to aid us. And we think it is not assuming anything to say, that there is not a man in our town, who would hire another to work for him a whole year, and not visit him at any time to see how he was progressing, except perchance at the very end of the year.

Yet you intrust the education of your children almost wholly to the care of strangers; you know not, except possibly by hearsay, what sort of a place they are kept in; what they are doing, or how they do it. It is useless to ask any committee to take a great interest in what you yourselves so neglect. If you would aid us in this direction

visit the schools oftener during the ensuing year and cause the blank spaces left in each register to be filled with your names.

*Committee.*—SOLOMON L. WHITE, NATHANIEL HOWARD, JONATHAN WALES.

### SHARON.

*Free Text-Books.*—We desire to call attention to a law just passed by the state legislature, authorizing towns to provide free text-books for all scholars. Though this subject will probably be new to most of the citizens, so great are the advantages to be derived from it, that we ask its most favorable consideration.

The propriety of providing free schools for all, no one will question for a moment. But are our schools as free to all as they ought to be when we oblige those who attend to purchase the books required at considerable expense to each? We know that the law provides books for the poor man's child free. But it is just here that one difficulty arises. It makes an "odious distinction" between different classes of society. Besides, many a father has through pride deprived his child of school privileges rather than rely on public charity.

The convenience of such books would be very great. It would give the teacher control of the books. Now, if a book is defaced, the parent is, "The book is mine." It would aid greatly in classifying pupils. Now the book that one has, rather than his qualification, determines his grade. Time would be saved in ascertaining whether the scholar has his book or the town provide one. Children would be kept longer in school. An objection to the pursuit of certain required studies could be removed, as the books would be free. Changes of books could be effected with less trouble.

*Chairman.*—S. INGERSOLL BRIANT.

### STOUGHTON.

For several years past the number of male teachers in the State has been decreasing, and the number of female teachers increasing, but seems to us this tendency has gone far enough, and would prove disastrous if carried farther. The injury would appear in the increasing number of undisciplined, uneducated, lawless and defiant young men and women, who have perhaps been expelled from school, or permitted to have their own way in school, for want of sufficient power in the teacher to properly restrain and discipline them.

The Secretary of the Board of Education, in his last year's report suggests a new method of raising money for the support (in part) of our Common Schools, which deserves consideration and has much to commend it. He proposes that a school tax of half a mill on a dollar

on the whole valuation of the Commonwealth, be annually assessed, collected and paid into the treasury in the same manner as other state taxes; and that the fund so derived be distributed among the several cities and towns according to the number of children in each between the ages of five and fifteen. The object of this plan is twofold: to relieve the poorer towns from a portion of the burdens now imposed upon them and to secure a more equal system of education throughout the State. The principle is similar, on a larger scale, to that whereby towns assumed the expense of the schools, relieving districts from a burden which often pressed heavily upon the poorer ones. It is the principle of the rich aiding the poor; democratic in its policy, and calculated to promote unity of feeling and interest on the subject of education throughout the State. The wealth concentrated in our large cities and towns renders the support of schools in those places comparatively light, whilst the great majority of our rural and smaller manufacturing towns must either overtax themselves to maintain a fair standing in educational advantages or suffer their schools to languish for want of an adequate support.

*School Committee.*—HENRY C. KIMBALL, C. DYER, JR., J. W. RICHARDSON.

#### WALPOLE.

*English Language.*—Upon the instructors of all the schools the committee have endeavored to impress the importance of right methods of teaching the reading and writing of the mother tongue.

We, of New England, are eternally boasting of our schools. But two centuries of education have not rooted out the vulgarisms of the common speech. Nine out of ten adults cannot write a familiar letter even, without gross blunders. Good reading is exceptional in the schools, pulpit and forum. Much of the decadence, and much of the lack of growth, in this all-essential department of public education is due to false methods. Instead of beginning with scientific terms, and frequently with non-scientific terms, there should have been an inductive plan, leading the child to form sentences for himself upon the models of the primer, and so on, through all the grades till he reaches the High School, where he will study with enthusiasm the great masters of style and the history and etymology of the noblest of modern tongues.

Parents and committee must, from the outset, assume that the teachers are right in methods and in manners. If complaints are made let the grieved child be told, "It is possible you are right, but before we tell our neighbors I will talk with your teacher." Thus, five minutes of pleasant conversation between the parties interested will often save a world of gossip, of unnecessary anxiety to the parent, of aching



heart and sleepless nights to the poor teacher, who, in nine times out of ten, has been unjustly treated.

Visit the schools, O doubting parent! You will see in a very small room thirty, forty, perhaps fifty children. Some of them, poor things, "unkempt and unwashed." Here are varieties of temper, taste, health and intellect. For six hours a day they keep the teacher in restless activity opening and closing doors and windows, lest the atmosphere become as fetid as a pigsty or the draughts so great as to threaten universal epizootic. Possibly, then, you will not wonder that the teacher is not at all times a model of grace and sweetness of temper.

Just as we insist that the teachers shall not check, puzzle and torment our children, so we, parents and committees, should do all in our power to assist, encourage and elevate our teachers. A cheerful word or a kind act is as beneficial to them as a week's salary. Our duties to them are as great as their duties are to their pupils. Our religion no less than theirs, should "include faith in human nature and its divine possibilities."

*Chairman.*—JAMES A. DUPEE.

#### WEST ROXBURY.

*History of the Eliot School.*—By D. S. SMALLEY.—The first donation for the use of "a school only" to the inhabitants of Jamaica, was made by John Ruggles; of the triangular piece of land in front of the Unitarian Church, on which the soldiers' monument stands. The deed of conveyance is dated October 16, 1676. In the early part of the year 1676, Hugh Thomas, and Clement, his wife, proposed to the people at the Jamaica end of the town to make over to them the house, orchard, home lot and night pasture, provided that they would agree to take care of and provide for them in sickness and healing during their natural lives, and decently inter them after their death.

At a meeting of the inhabitants held March 23, 1676, the proposal of Thomas was accepted, on condition that he should make a legal conveyance of his property to John Weld, Edward Morris and John Watson, as feoffees in trust for the use of said inhabitants. The agreement was signed by twenty-five inhabitants, and the said Thomas conveyed all his real estate by deed, dated April 7, 1677; and also by assignment, all the real estate of his nephew, John Roberts, which was conveyed to him by the will of said Roberts a short time previous, and in 1687, by another assignment, all his bills, bonds, legacies, etc.

In the year 1693, John Watson gave three acres of salt marsh for the use of a school on Jamaica or Pond Plain.

Mrs. Gurnal gave six pounds in money, and Mrs. Mead gave seven pounds, for the use of the Jamaica or Pond School.

On the 10th of July, 1689, the Rev. John Eliot conveyed by deed about seventy-five acres of land "to John Weld, John Gore, John Watson and Samuel Gore, all of said Roxbury, and to their and to each or to either of their natural heirs successively forever, and to and for the maintenance, support and encouragement of a school and school-master at that part of said Roxbury commonly called Jamaica or Pond Plain, for the teaching and instructing of the children of that end of the town (together with such negroes or Indians as may or shall come to said school), and to no other use, intent or purpose under any color or pretence whatever."

In 1727, Joseph Weld, the only survivor of this body of men, memorialized the legislature and prayed that three other persons might be appointed as trustees, with power to fill vacancies as they may occur, by death or otherwise. The prayer of this memorial was granted, and Nathaniel Brewer, Jr., Caleb Stedman and John Weld were joined with the memorialist as trustees.

The first or original trustees and feoffees were as follows:—

1. John Weld, Sr., Edward Morris and John Watson, first feoffees, and were appointed for Hugh Thomas and his estate during their feoffeeship, and to their successors as such.

2. John Weld, Sr., and John Watson, trustees of two acres of salt marsh, purchased of Edward Morris by virtue of their being feoffees and which descends to succeeding feoffees.

3. John Weld, Sr., John Gore, John Watson and Samuel Gore, trustees of the Rev. Mr. Eliot's gift, their or either of their natural heirs, their successors herein forever. John Gore, Joseph Weld, John May, Edward Bridge, trustees of John Watson's gift, and their natural male heirs successors herein.

The property of the Jamaica School was held in trust by several distinct bodies of men, each set having control of a distinct portion of the property.

Under conditions like these collisions would naturally arise; but no serious difficulty occurred till the year 1803, when recourse was had again to the legislature, and on the 9th of March, 1804, an Act was passed incorporating seven gentlemen as a body politic, by the name of the Trustees of Eliot School, and with power to fill all vacancies that may occur from any cause whatever.

The trustees are to be chosen from the freeholders of Jamaica Plain, and they shall "be the true and sole visitors and governors of the said Eliot School in perpetual succession forever."

In 1818, Mrs. Abigail Brewer (after the decease of her husband) bequeathed to the trustees of Eliot School, in Roxbury, a parcel of land adjoining the estate of the late Dr. John Warren, deceased, containing sixteen acres, more or less, the income of which is to be ap-

plied for the instruction of young females only, children of the inhabitants of the third parish in said Roxbury.

In 1831 the trustees erected the brick school-house on Eliot Street which would accommodate two hundred scholars. The upper room was occupied by the Primary School, and was supported by the town. The Grammar department was taught in the lower room, and was supported from the income of the Eliot Fund, and was entirely under the trustees.

At a meeting of the trustees held March 31, 1834, "it was voted that Luther M. Harris, in behalf of the trustees, be a committee to act with John James, the committee appointed by the town, for procuring a teacher for the Eliot School for the year ensuing." And on a proposal of Mr. James, to have the Eliot and Primary Schools united in one and that a female be engaged as an assistant to the master, voted "That the trustees accede thereto." From this time till 1842 the trustees and school committee continued a united supervision of the Eliot School.

It was thought by many of the proprietors that the best interests of education would be promoted, particularly that of the girls, by separating the sexes in our Grammar Schools. A proposition was made by the proprietors to the trustees to place the boys in one building, under the entire supervision of the school committee, and the girls in another school, under the supervision of the trustees. This was acceded to by the trustees, and resulted in a large increase in the girls' department. Most of the young ladies on Jamaica Plain attending Private Schools left and attended the Eliot School.

The trustees held their annual meetings in the early part of January for the choice of officers, and immediately after were accustomed to make their annual examination of the school. The town committee and other literary gentlemen were invited to be present and take part in the examination. During the rest of the year the school was examined every quarter by a sub-committee appointed by the trustees.

Up to this time the income of the Eliot Fund had been applied to educating children in the common branches and some of the higher English studies.

The sales of land had increased the income of the fund, and many of the proprietors felt that they were not realizing all the benefits of the fund which they might under a different organization.

A committee chosen by the proprietors submitted a plan of a High School to the trustees February 1, 1840. The following is an extract from that report:—

"The committee to whom the duty was assigned of presenting detailed plan of a High School for the inhabitants of Jamaica Plain beg leave respectfully to report that, after a full consideration of the

wants of this part of the city, and of the available means in the hands of the Eliot trustees, they unanimously recommend that it hereafter be the object of the Eliot School to give instruction to the most advanced pupils in this part of the city, to supply the highest demand in education, and that downward as far as the funds in the hands of the trustees enabled them to do so, leaving the lower departments of instruction to be provided and conducted by the city. With such an appropriation of their means, the Eliot School should furnish a thorough and accomplished education for all the business transactions of life, lay the foundation for the study of the professions, supply the necessary preparation for admission to the higher seminaries and colleges of learning. But its principal aim should be to afford an extended and complete practical English education.

“The school should consist of two departments, one for males and one for females. The departments should occupy different rooms. But for the purpose of a better classification pupils should pass from one to the other for recitations. But there should be a recitation-room connected with each department distinct from the ordinary school-room. The school should be under the instruction of two male teachers.

“We recommend that the supervision be under the administration of a committee of two or four gentlemen from the board of Eliot trustees and the gentlemen belonging to the board of school committee and residing within the limits of wards six and seven of this city. Acting as joint committee, it should be the duty of the supervisors thus composed to select and examine the teachers, to determine the text-books to be used, to determine the rules of admission to the schools and to make any arrangement for the better administration of the same as may from time to time be demanded.” Such was the relation of the trustees and school committee, which was unanimously adopted by the trustees.

The following is an extract of a communication from a sub-committee of the school committee to the trustees of the Eliot School, April, 1855:—

“*Gentlemen*.:—The following vote was passed by the town at its last annual meeting: ‘That the sum of eight hundred dollars be appropriated to support the Eliot School in the town of West Roxbury for the current year; provided that the trustees of the school shall continue to make such arrangements with the school committee of the town as shall satisfy the committee that the school meets the statute requirements in reference to High Schools, of which arrangements notice shall be given by the school committee to the selectmen before the said appropriation shall be paid by the selectmen.’”

The following is a copy from the records of the trustees of the Eliot

School :—"The committee of the board appointed at its last meeting to confer with Messrs. T. Laurie and G. Reynolds, a sub-committee of the school committee of the town, on the subject of making such arrangements as may constitute the Eliot School a High School of the town, according to the statute of this State, would report that they have met this above-named committee, who propose the following conditions as necessary to constitute the Eliot School to be legally a High School of the town, namely :—

"1. The Eliot School must be open to all the pupils of the town of suitable age and qualifications ; and the school committee must approve of the admissions.

"2. The school committee must approve the teachers employed, and have oversight of the instruction and discipline of the school.

"3. The school committee must have the right of visiting and examining the school at pleasure.

"4. The school must be wholly free, or the instruction gratuitous to all.

"5. The school committee must approve the school-books used.

"6. The school must be included in the annual returns made to the secretary of the Commonwealth, and in the annual report made by the school committee.

"As the trustees desire that the school may be in the highest degree useful, and as your committee do not now perceive anything in the above conditions calculated to diminish the usefulness of the Eliot School, they would recommend a compliance with all of the above conditions for one year, that the trustees may have an opportunity of testing the practical working of this arrangement. Signed, MOSES WILLIAMS, FRANCIS C. HEAD, *Committee*."

The above report was adopted by the trustees.

This arrangement has been yearly renewed for eighteen years, and is still in operation.

*School Committee*.—JOHN W. MCKIM, *Chairman* ; D. S. SMALLEY, *Secretary* ; A. M. HASKELL, JOHN M. ORDWAY, CHARLES A. HEWINS, CHARLES L. MILLS, JOHN M. GALVIN, E. C. MILLETT, THOMAS MAGENNIS, J. A. WINKLER.

## PLYMOUTH COUNTY.

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### ABINGTON.

The subject of drawing has received the attention of your committee and been adopted as a branch of study in the schools. For pecuniary reasons we have not employed a special teacher in this branch, but have adopted another and more economical system, that of giving our teachers a course of lessons in drawing and requiring them to teach it in their schools. Although but recently introduced, we are assured that it is awakening great interest in many schools and doubtless will result in developing marked talent in this direction.

The introduction of free-hand drawing into the Public Schools of the State is additional evidence of the determination of the people to make our system of instruction more progressive and practical.

The American nation, remarkable for its inventive ability and successful application of scientific principles, has long felt the need of the free-hand and mechanical art-training which has been enjoyed by France, Belgium and Prussia. In the schools of these countries drawing holds an equal rank with geography, arithmetic or reading. To opportunities thus voluntarily offered by the system of public instruction in those countries, we must ascribe the beauty of design and nicety of taste displayed by her skilled artisans.

The prosperity and safety of the Commonwealth depend greatly upon the character of our Common Schools and the means employed to secure the constant attendance of all children in the State of suitable age and good health.

Justice to the child demands that those having control over him should provide the opportunity for his education. Especially is this true in a State like ours, where the schools are maintained at the public expense.

We recognize the legal right of a parent to control his child; but with this power, so absolutely conferred, there are vital moral and legal obligations. The law demands that their lives be protected and that food and clothing be provided.

The welfare of the child, the highest interests of society, justice to the intelligent citizens of the State, urgently call for a statute compelling all children of suitable age and sound health to attend school.

annually for a period of time equal to the length of the Public Schools in the respective towns and cities.

Far better would it be for the towns and State to provide books and clothing, and perhaps defray the other necessary expenses of the children of the poor while they are attending school, than to allow a portion of our children to grow up in ignorance. Such a law would meet the views of those most deeply interested in public education; it would be the sure means of increasing the usefulness of our system of instruction and confer a priceless blessing upon the youth of the land.

*School Committee.*—JAMES H. GLEASON, SAMUEL DYER, E. R. STUDLEY.

### DUXBURY.

Education! What is it? It is to the latent intellect as the sail to the ship, the muscle to the arm, the power to the engine, the sun to the earth. Nothing so certainly puts people on an equality as mental culture. Nothing so truly assures one of his own wants and the means to supply them. It arouses and elevates the humble, gives direction to latent strength and courage to the weak. It adds to the bravery of the brave, and achieves results which without it would have been inconceivable. General education is a general leveller, but it levels up and gives elevation to human character.

*School Committee.*—HENRY WADSWORTH, JOSIAH MOORE, WM. T. HARLOW.

### EAST BRIDGEWATER.

The only remedy for the evils we have suggested is the adoption by the legislature of that "compulsory education" that has enabled Germany and Prussia to disseminate intelligence among their whole people (which is the secret of their recent brilliant victories over ignorant, down-trodden France), and which is now engaging the attention of the friends of education everywhere. Enact those laws in Massachusetts, compel those parents whose children have hardly mastered the first rudiments of Common-School instruction, but who are strolling about the street, or perhaps delving in some factory or workshop that the parents may put forth a little less exertion themselves, to keep their children in school half the year at least, and the number of candidates for our prisons and workhouses will be diminished and society will profit by the change.

*For the Committee.*—MOSES BATES, *Chairman*; BAALIS SANFORD, *Secretary*.

## HANOVER.

While the men of other days recognized this great truth, "That wisdom and knowledge, as well as virtue, diffused generally among the body of the people, are necessary for the preservation of their rights and liberties," the men of our own day say it must be done. Hence the distinguished preacher of Plymouth Church speaks from the pulpit and platform in behalf of compulsory education. The governor of the Keystone State pleads for the same, and the Empire State looks to such an amendment of its constitution as shall secure this desirable end. If Kansas kills her compulsory education bill, and by this act says, first agriculture and then education, we say she has made a mistake, and one that sooner or later she must and will remedy.

Your committee, in presenting their annual report to the town, call attention to the question of compulsory education as one of the day, calling forth animated discussions and tending to the advancement of a healthy public sentiment, which will secure a better and longer attendance on the advantages offered in our schools, and a greater liberality, in order to make them the best in the Commonwealth.

*School Committee.*—ANDREW READ, CYRUS W. ALLEN, JEDEDIAH DWELLEY.

## HANSON.

But then comes the question, How much are we willing to offer for this high order of talent? "Ay, there is the rub." The Primary Teacher, after paying her board, provided she can get boarded cheaply, has left just about the wages of a kitchen servant; the Grammar-School teacher a little more. At such prices, if we do get teaching talent in our schools, it is a mere matter of good luck. No one can be expected to spend much time or money in preparation to teach where so little inducement is offered.

*School Committee.*—J. B. READ, W. J. HOLMES.

## HINGHAM.

*Studies.*—In order to obtain greater uniformity in our instruction we have thought it advisable to construct a regular system to which it is expected all teachers will conform. The great want in our schools has been systematic teaching; this was too plainly revealed at the examinations for entrance to our High School; there were those well qualified in some studies but deficient in others; of course they were rejected. Now the trouble was, it had been left to them to choose what branches they should pursue. Naturally they took those most



congenial to them, in which they qualified themselves ; everything else was neglected. This course not only prescribes what shall be taught in every branch, but it tells our teachers how to teach, so that with this before them they will know what is expected of them and also of their classes. This will form a standard which will be used in examinations, and will supersede in a measure the slavish use of text books.

In regard to drawing, the means of instruction are so accessible that we had no hesitancy in placing it in the hands of our teachers and requiring it as one of the regular studies. We are glad to see that this is undertaken in earnest by a majority, and I am certain that it will prove a success.

*Superintendent.*—A. G. JENNINGS.

### KINGSTON.

It is not enough that the superintendent makes the number of visit prescribed by law or custom. The children soon learn to look upon him as they do upon their teacher—that it is simply his duty to be present at stated intervals ; but when parents come freely into the school, both teachers and pupils are assured that those most interested in the success of the school are present, and good results are sure to follow.

*Superintendent of Schools.*—W. R. ELLIS.

### MARION.

An opinion more or less prevalent in the minds of many is, that the Primary School is of little importance and that it makes but little difference who or what the teacher is. In the Primary School the children are receiving the rudiments of their education and in the period of life when the most lasting impressions are made. I will here make a quotation from an address by Dr. Humphrey, in 1846. “More is done during the first ten or twelve years in the humble district school-house to give tone and shape to the popular mind, than all the years that follow. Bad habits of reading or slovenly habits of writing or loose habits of reciting and thinking, which are contracted then, will cling to most men as long as they live while, on the contrary, the permanent advantages of a good beginning under competent instructors are witnessed and acknowledged by all.”

*Superintendent of Schools.*—SILAS B. ALLEN.

## MIDDLEBOROUGH.

We are still firm in the opinion, that in such a town as this, nothing can be more equitable than a generous appropriation for transportation; in which provision Middleborough has creditably taken precedence of many towns, expending the past year for this purpose \$473.35; and we would not see the sum diminished, unless it be by the special proviso, that in no case shall the sum exceed actual railroad expenses, as in some cases it has exceeded.

We certainly see no reason for this appropriation distinctly and exclusively to the High School; and besides, it is sometimes a saving to the town to pay a few dollars' transportation rather than support a school in a particular district, where the number of scholars is greatly reduced.

*School Committee.*—HENRY L. EDWARDS, AUGUSTUS H. SOULE, HANNAH D. CROSSMAN.

## PEMBROKE.

School-houses, like houses of worship, should be consecrated and regarded as sacred to the purposes for which they are erected. It should be a primary lesson to children, on entering them, to treat them as such, which if properly committed and thoughtfully digested they will carry with them on graduating from the school-room, giving direction in the path of virtue; in fact, attend them through life in the various duties and temptations with which they will be surrounded, as an armed sentinel or guardian angel, protecting them from the foe. This lesson should be inculcated by parents, and school committees and teachers who fail to enforce it by "line upon line and precept upon precept," are remiss in a cardinal duty, and are unworthy of the relations which they sustain in society.

*School Committee.*—ELIAS C. SCOTT, NATHAN T. SHEPHERD, SARAH J. BROWN.

## PLYMPTON.

Our best schools are seemingly the least governed. It is a fault in a teacher to keep up a continual parade of government, and a constant air of authority, which children only acknowledge because compelled so to do. With good judgment and judicious management they obey cheerfully without that irksome feeling of restraint which tempts them to rebel. "To compare a child to iron may seem hard, still the point may be easily seen. To mould iron it must first be softened, refractory pupils must be persuaded as well as punished," and they must also be

led to see that the punishment is just, or it will fail of having the desired effect.

*School Committee.*—EUDORA H. PERKINS, REBECCA W. PARKER, NANCIE S. LORING.

### SCITUATE.

But it is not in the power of the law or the politician to make citizens; they can make voters and tools, but the American citizen is the man who has intelligence to appreciate our free institutions, and manliness to love them. Such citizens can only be made through agency of the schools.

It is not to be expected that those parents who do not know the benefits of education will be very desirous of securing the advantages of the schools for their children. Facts show that instead of sending them to school, they allow them to be idle about the streets, or set them at work in shops and factories.

Now the country, looking to its own welfare in the welfare of the individual citizen, must supply the defect of a portion of the parents, and not only furnish suitable schools, but require attendance upon them.

Educationists and statesmen all over the land are making up to this necessity, and the sovereign people must soon inaugurate such a policy, or bid a long farewell to freedom and the hope of republican government.

*Superintendent.*—CHARLES S. NUTTER.

### SOUTH SCITUATE.

It is a sad waste of time and breath for people to say they "never make any trouble in school," while at the same time they take particular pains to find fault with every decisive act of the teacher that does not coincide with their own personal views, and circulate far and wide the intelligence that their child or children have been particularly misused. The largest amount of fault-finding about schools is done by those who are in ignorance of the real facts of which they speak, or, at best, possess but half knowledge. The justice of our courts would be more "one-sided" than it is now if all evidence were "ruled out," save that introduced by the plaintiff. And yet this is the principle, as a general rule, whereby the value and efficiency of schools are judged.

But the scholars who attend irregularly know nothing of the blessings of school. They can have no interest in their lessons, and, on the whole, are a hindrance to those who are striving to advance. They get behind their classes. The teacher, to avoid the formation of new

classes, tries to keep them together by urging on the one and holding back the other ; and the consequence is a state of things very far from satisfactory. The injury wrought to our schools by this one difficulty is enormous, the same evil exists in all parts of our country, and is fast hastening the advent of the next question that will engage the attention of this nation,—compulsory education.

*School Committee.*—JAMES B. TABOR, LUCY TURNER, CHARLES A. LITCHFIELD.

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## SUFFOLK COUNTY.

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### BOSTON.

#### SUPERINTENDENT'S REPORT.

*Teachers.*—"All roads lead to Rome"; so all lines of educational improvement converge into one central object,—the teacher. The importance of other elements that go to make up a good school may be, and often are, overestimated. Not so with the teacher. The teacher is the school. How to secure to every school a teacher who understands and loves his work,—this is the supreme educational problem, at all times and in every place. It is a comparatively easy matter to build good school-houses, and make a judicious choice of text-books, and draw up a rational and sound scheme of instruction ; but to furnish such teachers as are needed is a very different thing.

At the present day no one, whose educational opinion is of much account, doubts that special preparation is requisite for success in teaching. It is not enough that the person who undertakes to exercise the functions of teacher has enjoyed good advantages for general culture. To a thorough general education in literature and science, he ought to add a knowledge of the principles and methods of instruction and discipline. Thirty years ago or more, Horace Mann delivered in every county in the State an eloquent address on the proposition, "Special preparation is a prerequisite to teaching." He set in a clear light the frightful waste of time and money in our schools for want of such preparation. But he found everywhere opponents who told him that the teacher was born, not made ; that skill in teaching was a gift that came by nature ; that it was an art which was incapable of being imparted by any process of training. But, happily for us, a great change has taken place in this respect. There is now a tolerably general agreement among us about the necessity of special professional

training as a means of fitting teachers for their important and difficult duties. Nor is there any great difference of opinion in regard to the expediency and economy of providing for this needed training, through the instrumentality of special schools which are exclusively devoted to this single object. We call these institutions Normal Schools the name normal being derived from a Latin word, which signified : rule, standard, law. Schools of this character were called Normal Schools, either because they were designed to serve in themselves as the model or rule by which other schools should be organized and instructed, or because their object was to teach the rules and methods of instructing and governing a school.

Twenty years ago, after a thorough and exhaustive discussion of the subject, the school board of this city established a Normal School for the professional training of female teachers. This institution was not merely a Normal School in name, it was a Normal School in reality. And it did not aim or pretend to be anything else than a Normal School. Its sole aim was "to fit its pupils in training for the practical duties of teachers, by making them familiar with the most approved methods of teaching, and by giving them such command of the knowledge they have acquired, and such facility in imparting it, as shall enable them to originate methods of their own, and to apply them successfully in the instruction of those who may afterwards come under their care." It commenced its career with the most flattering prospects of success, but before it had been in operation quite three years, the public sentiment demanded provision for the higher education of girls who were not intending to become teachers. The school board undertook to meet this demand by changing the character of the Normal School, so as to make it a High School for girls as well. "It will not, however," said the advocates of the measure, "entirely lose its character as a Normal School." True enough, it never has entirely lost its normal characteristics. But from that day it has been more of a High School than a Normal School. It has undoubtedly rendered great service to the city. It has always been a school of many excellences; many of our most successful teachers have been indebted to it for the best part of their education, and the establishment of the Training Department, eight years ago, deserves especial mention as a step in the right direction, from which our schools have derived considerable benefit. Still, I believe that far better results would have been attained by two separate organizations. Everywhere, as education advances, educational institutions are simplified. Institutions become more efficient in proportion as their functions are limited and distinctly defined. The academy which enjoys the highest reputation in New England, and perhaps in the country, for fitting young men for college, limits itself to that single object. I have always regarded

our plan for accomplishing the objects of two different schools under one organization as a temporary expedient, and its abandonment as merely a question of time. It has been too long delayed. But the degree of unanimity with which the board has just now, after long deliberation, voted to have a separate High School for girls, and a separate Normal School for the training of female teachers, leaves no room to doubt that this vexed question is at length settled.

This important action of the board will leave the High School in its grand edifice, free to expand itself untrammelled, and to adapt its curriculum to the growing demand of the community for the largest and most liberal provision for the higher education of such young ladies as possess the disposition and capacity to avail themselves of it. The Normal School, on the other hand, not concerning itself with the business of imparting to its pupils a general education in literature and science, but limiting itself to the specific object of training its pupils in the science and art of education, of forming teachers of pupils who are already well-educated women, will be enabled to supply our schools with teachers of the highest qualification. If these institutions are conducted on right principles there will be no rivalry and no antagonism between them, any more than there is between the Latin and English High Schools. They will harmoniously coöperate with each other for the promotion of the educational interests of the city.

The Normal School should have, as an indispensable part of its organization, a model and practising school connected with it, embracing all the classes of the Primary and Grammar School grades. None but promising candidates, of mature age and good education, should be admitted to its course of training. The certificate of qualification should be awarded only to such pupils as prove, by actual practice, their aptness to teach. And then such as successfully pass the prescribed ordeal should have the preference over other candidates in filling the vacancies that occur in the schools. A Normal School conducted in accordance with these principles, cannot fail to improve the quality of teaching in all our Primary and Grammar Schools.

But such an institution is not the only means necessary for securing the requisite teaching ability. We need better regulations in respect to the examination of teachers. In this respect, instead of making progress, we have lost ground. Ten or twelve years ago candidates were seldom elected without having passed an examination. It is true the examinations were not very systematic or thorough, and there was no uniform standard of attainments required. Latterly, teachers have, in most cases, been appointed without any examination. I am fully persuaded that the best interests of our schools demand a reform in this respect. I sometimes hear it said that an examination is of no account. It is not difficult, indeed, to imagine a sort of an examina-

tion which would be of little value, as a test of a teacher's qualifications. But an examination of the right description,—a fair, broad, thorough examination, covering professional topics as well as subjects of general education,—would be of great use in various ways.

Why should we not grant certificates of qualification of different grades? Why should teachers receive the maximum salary before they have obtained a first-class certificate? I am satisfied that there is great room for improvement in respect to the examination of teachers. I am satisfied that the present practice of ignoring the examination of candidates is not giving us the best teachers we might get for the salaries paid. What is needed especially is a fair chance for competition. And how can there be a fair chance for competition so long as there are no examinations open to all comers? Our practice is evidently not calculated to encourage the application of the most meritorious candidates. Instead of opening the lists for competition in scholarship and knowledge of teaching, we virtually subject our candidates to a pedestrian competition, in canvassing the members of a large board, and a large number of masters.

We want teachers who combine tact and technical skill with good scholarship. The choice should not be between tact without scholarship and scholarship without tact. We should, in the first place, exclude all candidates who have not good scholarship, and, I should say, very good scholarship, no matter how much tact they may have, and then from the good scholars select those who show the most tact. Teachers who are not good scholars do not wear well. They are not likely to improve. They become more and more mechanical in their teaching. They inevitably become, if they remain long in service, incorrigible routinists. Their minds are wholly occupied with particulars and details, without being capable of dealing with principles. They are not likely to add much to the dignity or influence of the profession. It is especially desirable to have men of good education to fill the office of master; and as nearly all masters must come from the ranks of sub-masters and ushers, it is of the greatest importance to see to it that no man is appointed sub-master or usher who is not a very good scholar. The future of our schools depends largely on the character of the present sub-masters and ushers.

*Special Schools.*—During the last year there have been in operation seventeen Special Schools, namely, two Evening Drawings Schools, one Evening High School, ten Elementary Evening Schools, two Schools for Licensed Minors, one for Deaf Mutes and one Kindergarten School. The whole number of teachers employed in these schools was 101, and their salaries amounted to \$26,526.34.

*Evening Drawing Schools.*—Year before last all the instruction in industrial drawing, in accordance with the requirements of the recent

statute relating to art-education, was given at rooms in the Institute of Technology, rented for the purpose by the city. Although ten instructors were employed to teach here, in several departments of drawing, the whole organization was designated as only one school. Last winter, the subjects of instruction being divided into two general classes, namely, free-hand and mechanical, two separate schools were carried on, each being devoted to one of these classes of subjects. The Free-hand School was accommodated in the Normal Art School rooms at the Appleton Street building, and the School in Mechanical Drawing in rooms at the Institute of Technology. The Free-hand School was taught by a principal and three assistants; 322 students were registered, but the greatest number considered as belonging was 170; the average attendance was 65: males 51 and females 14, the maximum attendance being 91 and the minimum 23. The pupils were taught in three classes, working from outline blackboard drawings, from flat examples and from casts.

The School in Mechanical Drawing, at the Institute of Technology, was taught by six instructors, and the attendance was upwards of two hundred, all males. It was divided into four departments, one for ship-draughting, one for geometrical drawing, one in architecture and one in machine drawing. The greater part of the students in this school were young men engaged in some branch of industrial labor requiring skill in drawing for its most successful pursuit. In both schools the teachers were thoroughly devoted to their work, and the students were earnest, industrious and most commendable in deportment. Besides the free instruction in drawing given in the above-named Evening Schools, a class in drawing was provided for at the Evening High School, where elementary geometrical drawing was taught as a preparation for the classes at the Institute of Technology. Average attendance, 24. Late in the season a Free-hand class was commenced, which had an average attendance of 16. Both classes made satisfactory progress.

At the close of the Evening Drawing Schools, on the 6th and 7th of May, they were systematically and carefully reviewed by the supervisor, Mr. Walter Smith, the regular teachers neither participating nor being present. The results in detail have been printed in the report of the committee on drawing.

*Evening High School.*—This most interesting and useful institution has from its commencement constantly increased in numbers and efficiency. Last winter it was under the charge, as principal, of Mr. Luther W. Anderson, the senior master in the English High School, whose long experience and eminent practical ability rendered him an eminently fit person for the management of such a school. He was assisted by eight competent teachers, all of whom devoted themselves



to their work with zeal and fidelity. The average attendance was 225, against 150 for the preceding year, showing a gratifying increase. The number connected with the school varied from 375 to 524.

The studies pursued were as follows:—Navigation and surveying, arithmetic, English grammar, English literature, geometry, algebra, the French and German languages, geometrical and free-hand drawing, book-keeping, natural philosophy, penmanship and the Latin language.

It appears that the average number of pupils to a teacher, including the principal, was upwards of twenty-five; exclusive of the principal it was upwards of thirty. By judiciously managing the classification, and thus giving a fair number of pupils to each teacher, the cost of carrying on the school has been kept within very reasonable limits. The progress which this school has made since it was instituted, three years ago, is extremely gratifying. The experiment has demonstrated, beyond a doubt, the utility and need of such a school. If there is any class of persons for whom the city can afford to furnish free education, it is that class of industrious young men and women who have neither the time nor means to attend a day school, but whose desire for improvement is so strong as to induce them to devote their evenings to the acquisition of knowledge.

With what consistency or reason could we expend so many thousands on our day High Schools, and withhold the pittance required for the support of the Evening High School? I know of no sound argument for the maintenance of our day High Schools which will not hold equally good for the maintenance of our Evening High School. But I believe there is no need of looking for arguments to convince the members of the board of the expediency of sustaining this school by their votes and their influence.

There was some opposition to it during the first and second years of its existence; but it has gradually disappeared as its character and objects have become better known.

The leading purpose of this school is to impart technical instruction, that is, such instruction as is applicable to the practical pursuits of life. Book-keeping, navigation, surveying and practical geometry are some of the strictly technical branches taught. But it very properly opens its doors also to those pupils who desire to pursue studies which are usually classed with those which have general culture for their object. For a detailed account of the manner in which the school has been conducted during the last year, I beg to refer to the excellent report of the able principal, which has been printed in the report of the committee on Evenings Schools. This committee justly say that "the school is a great credit to the city."

*Elementary Evening Schools.*—The average nightly attendance was 920, against 887 for the preceding year. The branches taught in these

schools are reading, spelling, writing, arithmetic and geography. In the new school at East Boston there was an excellent class in book-keeping.

These schools are doing much good, and they are to be, no doubt, a permanent department of our system of public instruction. Experience will probably suggest improvements in their management and instruction. What seems to be especially needed to render them more efficient is a better classification. The great obstacle to this desirable improvement, at present, is the want of more suitable accommodations. So long as they are conducted as they now are, in large halls, with numerous classes grouped around tables, a proper classification for class instruction is extremely difficult, if not impracticable. It seems to me, also, that the success of these schools would be promoted by abolishing the regulation which prohibits the employment in them of teachers of day schools, so as to leave the committee on the Evening Schools to exercise their own judgment in the matter. The principals, at least, might be with advantage taken from among the teachers of the Grammar Schools.

*Schools for Licensed Minors.*—The average number belonging during the last half year was sixty, and the average attendance fifty-one. It appears that the average attendance is less than half as large as it was during the corresponding six months of the preceding year. The teachers are the same, and they are competent and faithful, but the attendance has fallen to so low a figure as to suggest the expediency of discontinuing one of the schools.

These schools were designated especially for licensed newsboys and bootblacks, the former attending for a session of two hours in the morning and the latter for a session of the same length in the afternoon. The rule is that boys are not to be licensed unless they promise to attend school, and that after receiving a license, if they absent themselves from school, their licenses shall be revoked. The carrying out of this rule belongs to the truant officers, in coöperation with the police. The bootblacks still continue to attend much more than the newsboys. I believe the effect of this plan has been to cause more of the newsboys to attend the Grammar and Primary Schools, for they are not excluded from any schools for which they are qualified. At any rate, it is quite obvious to even the casual observer that, since this plan was adopted, a very great improvement has taken place among the classes of boys which it was designed to affect.

*School for Deaf Mutes.*—The whole number of pupils who were in attendance during the last six months was forty-four, and the average attendance was thirty-one.

This school has been carried on during the past year with a high degree of efficiency and success. Its teachers deserve great credit for

their earnestness, zeal and patience in advancing the progress of the pupils committed to their care. The accomplished principal is extremely well qualified, both by her temperament and her education, for the difficult situation which she occupies. She exhibits the spirit of what I call the true teacher, the teacher who is bound to attain, not apparent success, but real success,—the spirit of candid and thorough study to find out right ways of doing things,—not merely good ways, but the *best* ways. Her strong practical common sense enables her readily to discriminate between what is merely fanciful and captivating and what is useful for the accomplishment of the object in view. Her enthusiasm is controlled by reason. Her assistants seem to be equally well suited to their sphere.

The use of Prof. Bell's system of visible speech as a means of instruction, during the past year, has justified the opinion of its utility as an instrumentality in the instruction of deaf mutes, which was expressed by me in a former report. I am highly gratified to learn that Prof. A. Graham Bell, a gentleman of the highest respectability, and of the rarest ability as a teacher, has opened a Normal Training School in this city for the purpose of qualifying teachers for the application of visible speech to deaf-mute instruction. It would be a decided advantage to all teachers of speaking children to possess some acquaintance with the new science—the true science of vocal utterance.

*The Kindergarten School.*—This school numbered, during the last half year, eighteen pupils, and the average attendance was fourteen. This school has been in operation two years. It was set up as an experiment, to see what could be done here in Boston with a school conducted on Froebel's plan, as a part of a public system of free education. When the school was opened it was the first, so far as was known, public free Kindergarten in the world. Froebel's system of training young children, as he developed and expounded it, has been endorsed and commended by good educational authorities. Froebel was no doubt an original educator, and as such he is well worth studying, but when the advocates of his system insist that the Kindergarten must be exactly what he prescribed and nothing else, that there must be no departure from his precise pattern and type, no modification whatever of the programme which he laid down, they claim, it seems to me, rather too much. Education is a progressive science, and it is hardly safe to assume that perfection has been reached in any of its departments. Besides, the spirit and principles of a system may be substantially retained and applied, although the forms of organization and the material appliances and means may undergo various modifications.

• *Sewing.*—The following are the provisions of the regulations respecting sewing:—

"Plain sewing may be introduced into any Primary School, if the sub-committee think it advisable.

"Instruction shall be given in sewing to the fourth, fifth and sixth classes in the Grammar Schools for girls, provided that not more than six divisions be taught in any one school. The district committee of each school in which such instruction is given shall nominate to the board, for confirmation, some qualified person as teacher of sewing, who shall give to each pupil two lessons a week, of not less than one hour each, on different days or sessions of the school."

The salary of sewing teachers is \$87 for each division taught.

Sewing has not been introduced into our Primary Schools, and it seems hardly desirable that it should be, as practically all the Primary pupils go forward into the Grammar Schools, where they can be taught needle-work more systematically and efficiently.

Considering the utility and importance of sewing and cutting out, as a branch of female education, I hope that provision will be made for its efficient instruction, not only in all the divisions of the three lower classes, but also, to some extent at least, in the three upper classes.

During the last two or three years considerable progress has been made in the instruction in sewing in our Public Schools. A new interest has been awakened in regard to it both among teachers and pupils. Whenever I ask the classes of girls who are employed with their needles if they like their sewing lessons, I always get an emphatic answer in the affirmative. The teachers seem anxious to systematize and improve their plans of instruction, and to carry forward their pupils to higher grades of work than they formerly attempted.

*Drawing.*—During the last year great progress was made in this branch, both in the Evening Industrial Drawing Schools and in the day schools of all grades, from the lowest Primary classes to the highest classes of the High Schools. For many years we had been trying in a moderate way to teach drawing in our Public Schools. Fifteen or sixteen years ago, in order to improve the instruction in this branch, I procured from England at my own expense a set of copies and models, for which the school committee refused to pay. The models nobody that I could find knew how to use, and they were given to a Primary School to be used in object lessons. From the copies, by the kind assistance of Mr. Bartholomew, who was employed to teach drawing a few hours a week in the Girls' High and Normal School, I prepared the Boston Primary drawing tables and slates for Primary Schools; and although I was to receive no pecuniary benefit therefrom, their introduction was strenuously opposed by some members of the board of high social and literary standing. I mention this curious fact to show how little the true scope and utility of drawing, as a branch

of Common-School education, was known by those who might be supposed to have the best understanding of the matter. Their reasoning was this: "Drawing is a fine art, an accomplishment, an educational luxury for the wealthy classes; the Public Schools are for the children of the poorer classes, who must work for a living. What have they to do with making pictures? Let them stick to the three R's." When we consider that it was scarcely twelve years from that time that the legislature enacted a law requiring drawing to be taught in all schools, on the ground that it is the true fundamental element of all industrial education, we cannot but feel that the world does move.

When Mr. Bartholomew brought out his drawing books, we were enabled to take a new step forward in the right direction, but it was not a very long step. There was no great interest in the subject, nor were its nature and objects clearly understood and appreciated. Drawing was taught in the High Schools, except the Latin, by special teachers, and it was required to be taught in all the lower grades. But what was done was uphill work. In the mean time we were greatly occupied with other reforms and improvements, more fundamental and more important still. At length the time came for vigorous measures for perfecting the instruction of drawing in all our schools. For this purpose new instrumentalities were needed. The first of all was a standing committee of the board to give special attention to its development. Such a committee was instituted, and it went to work in earnest. The Evening Industrial Drawing Schools were established as required by law. The schools were examined in drawing; an exhibition of drawing was ordered. But still another instrumentality was necessary to carry forward the work. A thoroughly accomplished art-master was wanted to be the director and supervisor of this branch, a man thoroughly trained and thoroughly experienced in all branches of art-education. After long negotiations, such a man was at last secured in Mr. Walter Smith, of England, one of the very ablest graduates of the Normal Art Training School at South Kensington, who had for many years successfully conducted art schools,—a man of broad art-culture, of extensive knowledge of the methods and systems of different countries, of practical skill in teaching, of tact in the handling of classes, of organizing power, of executive ability, of business capacity, of immense working force, and of a noble professional ambition. This is the sort of a man the committee on drawing had the good fortune to secure. This was an immense step in the right direction. It is easy to make regulations, but the essential and difficult thing is to get the right men and set them to work. From the arrival of Mr. Smith, last October, a new epoch began. In saying this, I would not abate the title of a hair from the credit due to other faithful workers who preceded him, and who are so efficiently and earnestly

coöperating with him. The Normal Art School in Appleton Street, for the instruction of teachers, was at once opened, the beneficial effects of which were immediately visible in the improved methods and aims in teaching drawing in all our schools. Our teachers deserve great credit for their hearty coöperation in developing this branch of instruction. It was natural that there should be some grumbling, for there are always some who are averse to any extra exertion or any interruption to established routine. But the exhibition of drawing last May seemed to give great satisfaction and put everybody in better humor. The glory, however, of last year's labors and efforts was seen in June, at the Girls' High and Normal School building, when five hundred of the teachers of our Primary, Grammar and High Schools voluntarily presented themselves for an examination of their qualifications for teaching drawing; for the success of the whole scheme depends upon the competency of the mass of the teachers to teach this branch to their classes, aided and assisted by competent supervisors.

The general plan of carrying on the teachings is the same as that which has been so triumphantly successful in our musical instruction. A general supervisor at the head, to plan and direct, with a corps of four or five assistants, to teach personally in the highest classes of the High Schools, and to aid in teaching the teachers and in inspecting, examining and supervising the work done in all the lower grades of the schools, the committee on drawing, of course, being the power over all. As to the details respecting the examinations, programmes and expenses, the report of the committee furnishes all needed information.

The path is now clear and plain, in the main. Just now there may be some teachers who do not fully see how to carry out the programmes which have been made. But this is only a temporary difficulty, and it will no doubt soon be overcome. If modifications in the requirements are found by experience to be necessary they will be made. Only a little patience is wanting. Extra pressure was inevitable in the introduction of so great an improvement. For the time drawing may seem to some to engross too much attention and time. But this is only a temporary phase of the matter. For one I have no fear that our scholars will be the losers. When drawing is properly understood and properly taught it will be acknowledged by every enlightened mind to be an indispensable element in the education of every human being, whatever may be his destination in life. Here general education and technical education coincide. The child needs drawing equally whether he is destined for a course of liberal culture or for any industrial pursuit.

*Superintendent of Public Schools.*—JOHN D. PHILBRICK.

## WORCESTER COUNTY.

## ASHBURNHAM.

Education properly is the training of our entire nature,—body, mind and heart,—for the truest and most effective service. In a rural town like ours, with terms of school no longer than ours, artificial forms of physical exercise employed in cities may not be needed. But we are warned from many quarters to give more heed to the claims of “the house we live in” than we are wont to do. Americans are said to be more prodigal of life and strength than any civilized nation on earth. Many of our most useful public men have broken down in the prime of their years from sheer waste and overdoing. The remedy must be applied early. In our schools the laws of health, the evils that flow from their violation, the duty of seeking the greatest physical vigor and symmetry, should be thoroughly taught. And these lessons should be applied at once, in the daily exercise, in the posture in study, in the temperature and ventilation of the school-room. For this body is the instrument of the soul with which it is so closely allied; nay more, it is the temple of the Holy One.

That the heart is not to be ruled out of the school-room is plain from the law of the Commonwealth. It cannot be safely separated from the intellect. The virtues that adorn the character are to be taught and nurtured in the school; the vices that deform and destroy it are to be exposed, to be shunned. The two great commandments and the golden rule are for the school-room as well as for the church. As our country grows more and more prosperous, temptations thicken; many go down before them. We must build new dikes to keep out the rushing waters; we must put new and better armor on the young before we send them out into the great battle-field of life.

In the training of the mind, the discipline of its various powers is to be sought rather than the amassing of stores of information. The latter will come in due time. First fix the attention, awaken an interest, teach thinking, teach reasoning, lead into exact processes, be thorough, if slow. Then, when the foundation is well laid, move more rapidly, push things, strive to do the utmost you can within a given time. In the Common School the basis is to be prepared for all future

acquisition. The great body of the people here begin and end their public education. If we would lift them up, we must elevate the standard in our Common Schools.

*School Committee.*—N. EATON, W. F. WHITNEY, L. S. PARKER.

### BARRE.

The law which allows towns to appropriate a sum of money to be used by the school committee in conveying children to an established school, who live beyond a reasonable distance, should be rationally regarded, and also the greater benefit to be derived from attending a school where numbers are such that some classification and gradation of scholars can be made. It costs as much to maintain a school for five scholars as for twenty-five, and if one-half the sum it costs to support a separate school can be saved by using the law allowing compensation, thereby having one or more schools less, it must be, at the least, good economy financially; and no one familiar with the work of education would say it was not best for the scholars. We hope it is enough to say, that "a word to the wise is sufficient."

The most prominent event of the school-year now closed, was the session of the Teachers' Institute held here in October last. Over one hundred teachers were present, and also members of school committees and other friends of education from various places. The session continued four days and five evenings, and was much enjoyed by all in attendance. The instruction given our teachers and those from other towns was of a very valuable character. The defects of present methods of teaching were pointed out, and improvements suggested which appeared so reasonable and practical that they were readily accepted and applied in the schools, as far as consistent with circumstances. We believe these institutes are worth many times more than their cost to the cause of public instruction. Managed by persons of both sexes, cultured and practical educators, their methods have been tested by experience and the results of their application can be demonstrated and computed with almost scientific precision. We hope there will be more instead of less of them. Our citizens were truly kind and generous in giving entertainment, and at the close of the session it appeared to be the prevalent feeling that they had been abundantly compensated for their generosity. The subjects taught in our schools and all matters connected with them having been so well presented and analyzed at the session of the Institute, we do not claim the ability, neither do we see the necessity, of discussing them in this report.

*School Committee.*—A. G. WHELOCK, T. P. ROOT, CHAUNCEY LORING.



## BROOKFIELD.

*Drawing.*—By an Act of the legislature drawing has been placed among the regular studies of Public Schools, and teachers are required to give instruction in that as in other branches. But the new measure, finding many teachers unprepared to undertake the matter, the Board of Education of the State has employed a director in drawing, who shall visit the several cities and towns and give lectures and instruction to teachers, and organize, as far as possible, drawing classes for the benefit of teachers and others. The plan succeeds well, and Prof. Smith, the director, visited Brookfield the past winter, much to the delight and benefit of the teachers in this and the neighboring towns, the effects of which were seen immediately in the school-room. The lectures gave a new impulse to the subject, and another term we shall look for still larger results.

All that is needed at first is a set of drawing cards and instruction books for the teacher, and drawing paper and pencils for the scholars, and a will and tact on the teacher's part to make the study attractive and profitable.

*School Committee.*—HENRY L. MELLEN, D. W. HODGKINS, D. K. PELLET, W. J. ADAMS, G. W. JOHNSON, *Secretary*; A. J. RICH, *Chairman*.

## DANA.

We find many young persons wishing to teach school who have a fair knowledge of the branches to be taught and pass a very good examination, but do not know how to set themselves at work in the school-room; they cannot organize a school and use their time and strength judiciously. It is frequently the case that the best scholars make the poorest teachers. We want those who know how to use their knowledge, and are competent to teach the children to make a practical use of all they learn in the school-room.

The opinion is quite prevalent that the schools are established exclusively for children between five and fifteen years of age, and that scholars older have no right therein. We have never yet seen upon our statute book a law excluding persons of any age from school privileges. Persons more than fifteen years old have rights in school which must be respected and provided for, and they cannot be excluded so long as they conform to its regulations.

*School Committee.*—M. L. LINDSEY, A. J. NYE, C. A. BRADLEY.

## GARDNER.

The first fruits of the much needed departure your committee took two years ago give general satisfaction among all able and apt to appreciate the advantages of good graded schools. Criticism, censure and opposition, starting or encouraged and increased in various ways where ignorance reigns at home, have assailed us on the adoption of any new measure; yet we have viewed the cultivators of such contentious spirit, at their wildest working, as only living illustrations of the fact that our chosen course should be pursued till its immediate objects are achieved and its remote results set a more enlightened reason on its throne in many households. He who has a plain public duty to perform for the present and the future finds his highest delight in going straight forward with the full discharge of it at once, while he will welcome critics, censors and dubious self-foes; for an innovator, that stirs up persons certain to oppose progress, receives scarcely less satisfaction from their injurious activity than from frequent commendations spoken by better judges of whatever is commendable, both being alike conclusive evidence of advancement. When one who can contribute no new ideas seeks to annoy instructors that apply the best modern modes of improvement, then the agents and agencies suited to educate this stirring age of the world will work as well without his suggestions or services. Since the train that takes children along the rising road to true knowledge and wisdom, where danger is unknown, never stops, such as act only at the brake can do better by getting off and out of the way.

Not doubting that the old order and disorder ought to be broken up in the shortest and most effectual way, we have employed some who had been both as pupils and teachers in better schools, and others who could change what was bad by the introduction of normal methods. The advancement made under direction of such ones, when compared with that which we have seen in cases where instructors had learned less by experience and observation in other fields, fully confirms the wisdom which sought the services of those who had not been educated in this vicinity; though home talent and tact that are equally efficient, should have the preference always whenever a town is able, by being up with the times, to prepare perfectly its own teachers.

The opinion is often entertained that one with inferior acquirements may be as apt to teach children and youth till they master their elementary books; but better theory requires in a teacher at that time truer knowledge of human nature, united with more maturity of mind, more good judgment, more varied resources and facility to adopt many methods, than is essential in one who has the same scholars in higher branches, because they have habits of study that are correct and cer-

tain to insure success. Such qualities, training a Primary School, send an influence forward which will be felt throughout the whole course of education and in after-life. Few are qualified for first directing the youthful mind; many can conduct it onward when first started in the right way. We want the best to begin the public instruction of our youth. Teaching is a profession, and as the legal, the medical and the clerical callings are entered by the the most proficient, through thorough preparatory schools, so no one wishing to teach can be best furnished for the work without attending an institute or institution supported to impart practical knowledge of the divine art of unfolding immortal minds and directing innocent though erring hearts.

*School Committee.*—JOHN E. WHEELER, J. M. MOORE, JAMES EMERSON.

### GRAFTON.

During the fall your committee caused notices to be posted in all the manufactories in town where children were employed, saying that the law would be strictly enforced in reference to compulsory attendance of scholars during one school term of the year. Blanks were also furnished the overseers for names, and cards are ready for scholars on the same plan of the Fall River committee, to facilitate the work.

The result has been most favorable. The manufacturers, with a single exception, have generously seconded our efforts; and in two instances the schools have received large increase, and will receive still larger at the beginning of a new year. The exception is at Farnumsville, where, after notification by the secretary of the board, by printed posters and otherwise, the manufacturing company failing to send scholars out of the mill for the winter term, it was unanimously voted that the secretary put the matter into the hands of the state constable, whose duty it is to see that the law is enforced.

*School Committee.*—A. J. BATES, D. W. NORCROSS, F. A. JEWETT, F. BALDWIN.

### HARDWICK.

We are happy to speak of the growing interest among the inhabitants of Hardwick touching the education of our youth and children. Never before, it is believed, have so many of the friends of education in the several districts visited the schools during term time, and the closing examinations have been well attended. There is, also, a stronger desire than formerly existed to employ competent, thorough and faithful teachers, and to pay them well for their responsible and exhausting services. When Public Schools are properly estimated and cared for they become fountains of rich influence, both in shaping the foundations of future character and storing the mind with the elements

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of knowledge indispensable to any success in life. The time has happily gone by when any sensible man will think of leaving these nurseries of the mind in the hands of irresponsible persons; but your committee feel that the work of reform has but just begun, and that what we need to perfect it is a strong determination on the part of this entire community to make sacrifices of time, ease and property in promoting the cause of education.

We experienced great difficulty in obtaining teachers for the short terms. They did not complain so much about the wages paid as the shortness of the school-year. We hope that our fellow citizens, before making the appropriation for the current year, will make an impartial discussion of the whole subject. Can the town afford to maintain their schools upon the present basis of eight, six and ten weeks? Is it not an unprofitable operation? And would it not be advisable in a pecuniary point of view to appropriate a sufficient amount to enable the committee to give each district a school of three terms of twelve weeks' duration?

*School Committee.*—ALMON M. ORCUTT, LEANDER SIBLEY.

#### HOLDEN.

After making all due allowances for sickness and unavoidable detention, the fact still remains that there are many who should occupy their places in the school-room and in the class that are habitually absent therefrom.

The pernicious influence of this habit upon the delinquent himself, as well as the other members of the school, can scarcely be estimated; and if the parents and others having such in charge cannot be induced, by considerations of justice to others and love to their own children, to remedy this evil, it becomes a pertinent question, demanding the earnest consideration of the school board and the citizens of the town, whether the time has not come to apply those legal remedies which the State has provided. The State, that she may protect herself against the evils resulting from ignorance, has wisely provided the means of instruction to every child within her borders. She lays her strong hand upon every man and demands of him to assist, according to his ability, in the support of her free schools; and shall she not also demand that every child be not only permitted but obliged to avail himself of these means. Is it right to impose a tax on me to pay for the education of my neighbor's son, and can it be wrong to compel that neighbor to permit that son to be educated? Yet the records show that there are many in our community who, from avarice, thought-

## BOARD OF EDUCATION.

or otherwise, are depriving their children of the use of the provided.

*Superintendent.*—WM. C. METCALF.

### HUBBARDSTON.

There is a statute in this State which required every child between the ages of eight and fourteen years to attend school at least twelve weeks each year.

The first feeling a man would have when you say "that education should be compulsory," is that it deprives him of the right and freedom which he believes he ought to enjoy under the constitution of our country, of educating his children as he pleases; to educate them a little or not at all; so that to compel them to educate seems a great crime.

But this compulsory education is no extension of the state authority; the State already has it; the State has a right to legislate for the public good; it can take your land if it wants it; it can take you to war if it needs you; so if it is necessary for the good of the State that your children should be educated, it can require it. The State cannot afford to have families growing vicious citizens; ignorance should not be permitted in the State; that is to say, education should be compulsory.

Other rights are to be considered besides that of parent over the child. The child himself, in fact every human being, has a right to such training as will fit him for usefulness and enjoyment, just as he has a right to care, food and clothing in the helplessness of infancy. The parent who abandons his child is punished; so should he be punished who neglects the education of his child. A child brought up in ignorance may live a wretched life to curse his parents, and by his life be a curse to society. Society then has its rights. The tax-payer also has his rights. Many men who have no children to send to school pay a large proportion of our school tax; they pay it willingly, in order that we may have intelligent and industrious citizens; and if they pay this tax it is their right that these advantages should be improved. In a few words, it is of the highest importance to us, that education should be compulsory.

*School Committee.*—EDWARD B. SAVAGE, HENRY A. WILDER, SARAH E. MARRAS.—

### LEICESTER.

to become more fully established  
The government  
will be

tain order. No greater calamity can befall a school, no greater injury can be inflicted upon a child, than to be left undisciplined. The parent who attempts to weaken the authority of a school and encourages his children in insubordination, is contributing to their ruin and laying up sorrow for himself. The interest of the school, the family and the individual are one and inseparable. The government of a school should be firm but not harsh, and never passionate. Teachers should be refined in manner, and always in their address set an example, not only of pure English speech and decorous and cultivated expression, but also of a well-disciplined spirit.

There is hardly any other calling so irritating and exhausting to the nervous system, and which requires so cool and steady a nerve, as that of school-teaching. It is a constant trial of patience, yet it is ever to be remembered that these young minds are sensitive and susceptible, and that the teacher's character is to impress their own. The true attitude of a teacher is that of self-command and consciousness of power, without petulance or irritation or roughness; these but weaken respect, undermine authority and impair the teacher's moral influence. We believe those teachers are generally most successful who have a real sympathy with their pupils, and manifest that sympathy in a cheerful manner and in cheerful tones. The child readily understands if the teacher is "cross." The voice of real authority is calm and decided. The teacher must sometimes speak sternly and act promptly and vigorously, but never without reason, never with passion.

*School Committee.*—A. H. COOLIDGE, LEWIS HOLMES, SAMUEL MAY, A. E. SMITH.

#### LUNENBURG.

It is not sufficiently considered by parents, teachers or committee that reading is the inlet to our minds of the beautiful and sublime thoughts of the gifted and good of all ages, and that without not only an ability to read, but a love of reading, our children cannot, because of their indisposition, converse with the best minds, past or present. Experience and observation assure us that poor readers are always poor scholars. And by poor readers we mean those who cannot read with facility. Go into a school and ask the teacher to allow you to hear her pupils read, and as they read, so you can estimate their capabilities for pursuing their other studies. Until a scholar can read with fluency and ease he cannot study his other lessons with much if any profit or satisfaction to himself or others; if he stammers in reading a problem in arithmetic, he will blunder in the solution of it; if he calls things by wrong names, you may be sure that his ideas will be correspondingly vague; indeed, he will be unable to make any other than a parrot-like advance until he can read with comparative ease.

*School Committee.*—CHARLES A. GOODRICH, L. AUGUSTA GOODRICH, GEORGE A. CUNNINGHAM.

## MILFORD.

When pupils enter the High School they have, in most cases, just begun to know how to study. The High School differs, in many particulars, from the lower school. Here the habits of punctuality and regularity are formed, for they are insisted upon. Compare the percentage of attendance in the High School report with that in any of the other schools. They are taught to overcome difficulties which lie in the way of attendance and punctuality, and to make light of small obstacles. Class rank depends upon regular and constant attention to duty, as well as upon the scholarship. Again, they are expected to be thorough in their studies. They are constantly taught that it is not all-important how much ground is gone over, but how thoroughly the work done. So thoroughness naturally becomes a habit in a pupil who is faithful. There is no charm in the High School which confers good equally upon those who are faithful and zealous and those who are lazy and indifferent.

During the whole course pupils are urged to conduct themselves with propriety. As they ascend in the course they are expected to grow in self-government and self-respect, so that no correction by the teachers, by word or act, may be needed. In the last year they seem like companions of the teacher, engaged in a common pursuit. When they graduate they become members of an association which we recognize as exercising a beneficent influence upon its members, and as a great help in the march of improvement. Those graduates of the High School who have faithfully done their work are far better fitted, not only by their increased knowledge but by habits formed and powers educated and strengthened for the work of life, than they would have been without such training.

We have no respect for that view of education which leads men to decry the work of the High School. Such a view arises from an inadequate conception of what best fits youth for the duties of life. Other great advantages of the High School are that it is free to all, the poor as well as the rich, and that it is at home where children can be among their friends and under the care of their parents.

*The Training School.*—It is unnecessary to devote much space in this report to this school. All the objections to its establishment and continuance that we have heard were well answered in last year's report. It was then an experiment. The principal labored under the disadvantage of having for assistants young ladies who had no experience. Now her assistants are trained to the method of instruction and sympathize with and ably second her efforts with their aid. The young ladies who graduated last summer are now teaching, with a success we could not have expected, even after two years' experience.

without the instruction of the Training School. The school is no longer an experiment, but a success.

The committee believe that the system taught at the Training School is the correct and best one for our Primary Schools. It cannot be used except by those instructed in it. We cannot believe but that the small sum of \$400 or \$500 annually expended in training young ladies to know how to educate children, will be cheerfully allowed by the town and will be repaid many fold by the benefit resulting to our children in the Primary Schools.

The training class now consists of six young ladies, all but one graduates of our High School. The principal, Miss Knight, is heartily devoted to her work; active, energetic and determined her pupils shall maintain a high rank. The young ladies not only seem much interested and express a strong liking for the methods taught, but are also manifesting a decided ability and tact in putting methods into execution.

*School Committee.*—H. H. BOWERS, MERRILL RICHARDSON, CHAS. A. DEWEY, Mrs. M. J. C. RUSSELL, Mrs. A. A. COOK, CHAS. J. THOMPSON.

#### NEW BRAINTREE.

Equally important is it that there should be a punctual attendance of every scholar throughout the term. It has been the case in too many instances that, after the last half of the term is reached, parents have been lax in requiring their children to be regular in attendance; and this irregularity, when allowed for any length of time, has often resulted in a final leaving several weeks before the close of the term. Frequent absence for days in succession has put them so far behind the other members of the class that they become negligent and perhaps discouraged; and, as the closing examination draws nigh, the fear that they will not go through with it creditably leads to the devising of trivial excuses for an entire withdrawal from school. By taking this course irreparable injury is done to themselves, which cannot be duly estimated by dollars and cents. These are golden opportunities that are allowed to pass by unimproved; the loss of which no years of after regret can retrieve.

*School Committee.*—WILLIAM B. BOND, GEORGE K. TUFTS, CHARLES A. GLEASON.

#### NORTHBOROUGH.

We wish to call particular attention to the irregular attendance in our schools. In the North, during the winter term, the whole number of scholars was eighteen, eleven of whom came from the Factory Village. Without means of conveyance, the roads wholly or partially blockaded by snow, so that walking was well-nigh impossible, we find



the teacher continuing school for nearly two weeks with only seven scholars. To put the seven punctual ones back with the absentees when they come in, is discouraging in the extreme, if not cruel. To put the absentees along with those who have advanced would be equally wrong. What shall be done? We see no way out of the difficulty but to adopt the provisions of chapter 132 of the statutes of 1869, which provide that "Any town in this Commonwealth may raise, by taxation or otherwise, and appropriate money to be expended by the school committee, in their discretion, in providing for the conveyance of pupils to and from the Public Schools." We believe the greatest obstacle to the success of our Primary Schools is this irregular attendance; and as far as our foreign population is concerned, we are not improving in that direction. May the time soon come when children of a suitable age not physically disqualified will be required by law to attend school a specified time constantly. Many of the parents do not know the value of their educational advantages, nor understand the evils of irregular attendance, but keep their children at home to run of errands, pick berries, tend the baby, or for some other frivolous pretext; and even if their children stay away of their own accord, interpose parental permission as an excuse to the teacher or truant officer. Such cases are beyond the reach of school authority and they exert a most pernicious influence on our schools. Fully one-fifth of the appropriation for schools has been lost through the evil of which we complain. Men without children to send to school pay their share of the school tax, and it is right they should, if they desire to live in an intelligent community. But they also have a right to demand that the children shall promptly attend school and thus become intelligent citizens.

We have seen the statement that in Sweden seventy thousand children travel daily over two miles to school, and twenty thousand over four miles, yet the attendance is regular and constant, and ninety-seven per cent. of the children are receiving school instruction. A Swede who cannot write his name and read his own language with ease is seldom found. It may be said, education there is compulsory; then make it so here, if the object cannot be attained in any other way. Meanwhile, let us create a public sentiment in favor of our schools, that shall frown out of sight this truancy and irregular attendance and make every man who deprives his children of their school privileges feel that he has been guilty of a mean act, and rendered himself unfit to live in a community where the people make the laws by which they are to be governed.

*School Committee.*—S. I. RICE, J. B. DAVIS, C. EAMES, T. HARRINGTON.

## NORTHBRIDGE.

*Irregularity of Attendance.*—Here is the weakest point of our school system at the present time. It is beyond the power of committee and teachers to remedy this evil without the aid of the parents. There must, of course, be a certain percentage of loss of attendance from sickness, weather and other causes. As will be seen by reference to the table the attendance of pupils enrolled on the registers varies from 83.3 to 95.2 in the several schools of Whitinsville, while the mean average is 87.6,—not relatively a bad exhibit for such an inclement winter as the past. Northbridge Centre is nearly equal, 86 per cent.; Riverdale averages 78.3 per cent.; Rockdale, 72.5; Friend's shows a better attendance of 75.4; Adam's Co., with its sparsely settled population and bleak location, is 66.3. Aside from sickness and the few necessary causes of absence, the percentage of loss is occasioned by comparatively few scholars. These scholars, with the tardy ones, are a great hindrance in their classes. If they were the only sufferers by their acts it would not be of so much consequence, but the aggregate loss to the school is much greater than the aggregate loss to themselves.

The Secretary of the Board of Education, in his report of 1872, proposes a measure of much importance to the educational interests of our State. It is well known that within the last decade there has been a rapid increase in wealth, the accumulations being in cities and manufacturing towns, while in agricultural districts values have diminished and the burthens of supporting schools increased. Within the last seven years the valuation of the State has increased \$487,641,516, while in eighteen cities and towns it has been \$371,505,442, or 76 per cent. of the increase in value. The average tax of the State for educational purposes is 2 $\frac{1}{10}$  mills on a dollar. Wellfleet, with a valuation of \$700,000, pays five mills on a dollar, and has an average length of school of seven months and thirteen days, while in thirty-four of our largest cities and towns the tax is between one and two mills, with vastly superior privileges.

To remedy, in some measure, this inequality, he recommends a half-mill tax, to be levied throughout the State by legislative enactment and divided in proportion to the children between five and fifteen years of age. This is the plan adopted in New York and many of the larger States, and would be in accordance with the principle we have adopted in expending the money among the several schools of our town; and what is true respecting a town holds equally true in the State.

*School Committee.*—R. R. CLARKE, C. O. BACHELOR, J. LASELLE, GEORGE BENSON, WILLIAM WHITIN, H. A. GOODELL.

## PRINCETON.

*Qualifications of Teachers.*—So far as mental qualifications are concerned, most of our teachers are well prepared to take charge of our schools. With the education which our teachers possess, if they will only be faithful to themselves, and carefully prepare their work for each day so as to be able to present explanation and demonstration in a pleasant and effective manner, we may safely assert that the success of our schools in this respect is secure. The genuine educator must possess many rare qualities of mind and heart, remembering that the standards of the world as to what constitutes good teaching are not to be implicitly trusted. It is one thing to crowd the mind with crude ideas of any science, and quite another to develop the mental faculties by such processes of analysis, explanation or logical arrangement as shall make every study practical and delightful in all its influence. Teaching, like any other calling, to be successful, must not depend alone upon professional training. An earnest interest in the work, a careful study of the diverse dispositions and temperaments represented in the school, a wise adaptation of such discipline as shall not only comprehend the general welfare of the school, but most effectually operate in individual cases by becoming encouragement to one, restraint to another, self-reliance to another; and so, by reaching every mind, the teacher will never fail to gain that confidence and esteem which shall insure success, and to a greater degree than at any time in the past. As educators, our influence should be to inspire the young with such comprehensive views of the power and value of education, to so convey impressions that it is a work that can never be completed, that we can cultivate a love for study which shall result in securing something like just views upon the most important influence which effects both the individual and the community. Happiness, morality and virtue, and even health, in a great measure depend upon education. Moral influence, as well as mental, rely upon the cultivation of the mind, upon well-disciplined powers.

*School Committee.*—ALONZO W. WILLARD, JOSEPH E. MERRIAM.

## ROYALSTON.

If parents only felt how much occasional visits encourage teachers in their work they would find an hour or two sometimes to drop in and see and hear what is being done in our school-rooms. Why, they would not trust even their horses or their cattle in the hands of others for any length of time, without looking in upon them occasionally! Shall the interests of our children appear of less consequence?

Fathers, mothers, let not the school-room be a strange place for you to be seen in, but visit it often, and see and hear for yourselves how the teacher is managing your dear ones,—what his or her plans are for imparting instruction. It will do you good, it will do your teacher good, it will do your children good, all will be mutually benefited.

*School Committee.*—GEO F. MILLER, P. H. BLISS.

### SOUTHBOROUGH.

In our system of Common Schools two things are implied : first, that intelligence is a necessity for citizens of a republic. As well think of carrying on a cotton mill without cotton, or an iron foundry without iron, as a republic without intelligence. It is not enough that this intelligence be possessed by the few. The multitude bear rule. The power is lodged with them. They are called upon to act where their action affects directly the public welfare. They have a voice in matters of the highest importance. They have a share in those duties, the faithful discharge of which furnishes the supports of our national strength. Ignorance can be supported anywhere more safely than under a form of government where such privileges are opened and such duties imposed. We may have the name of a republic without general intelligence, but nothing more. Our schools are designed to furnish the foundation and stimulus of such needful intelligence.

Another thing implied in our school system is, that it is highly important that our children and youth be educated together, that distinctions, social and religious, shall converge in their early training. This mingling of the elements belongs to our very life. In the daily intercourse of school life scholars take in the lesson of the "one blood." Mutual sympathies and interests are awakened. In the successes and failures of such a school life it is seen that the sure rewards do not belong to him, as by right, who holds the "silver spoon" from his birth, but to him who, whether rich or poor, high or low, earns them by his diligence, faithfulness and virtue. The way is open upward, and the encouragements are given to the most lowly to ascend. Earnest faithfulness may "covet the best gifts."

Our school system looks to this result. By this union of all classes in common studies and recreations, that there shall be a preparation made for coöperation in the common duties of citizenship ; that from the intercourse, labors and sympathies of school life shall come forth men and women, not for the unhappy conflicts of classes, but to labor together for the promotion of a true and general prosperity. By this means it is designed to nourish and perpetuate a true republicanism. It is designed by our system of Public Schools to promote that intelligence essential to the proper discharge of the duties, and for the

enjoyment of the privileges of American citizenship; by bringing together all classes in this early training, to nourish the spirit of co-operation among all, in efforts to reach the noble ends contemplated in our form of government.

*School Committee.*—JONAS FAY, RICHARDSON GODDARD, JOHN COLBY.

### SOUTHBRIDGE.

Teachers should magnify their office. They should cultivate a professional enthusiasm that will reflect upon the pupils and enkindle in them new life and energy. The literature of the profession, of which there is an abundance in our public library, should be studiously read. The "Massachusetts Teacher" is a valuable periodical publication and should be read by all teachers. The committee appreciate the desire, whenever it is manifest, of attending teachers' meetings, institutes and associations, and for this they are willing to concede to the teachers every reasonable facility. It is to be regretted that any who engage in the noble calling of teacher are unwilling to avail themselves of those professional advantages which a generous public supplies. Teaching has become a science, and no teacher, however confident and capable, can long succeed while ignoring the advancement which the science of teaching, like every other science, is making in this nineteenth century.

*Teachers' Institute.*—The committee are gratified to record the fact that a Teachers' Institute of five days duration was held in this town in November last. About one hundred teachers in this vicinity attended the exercises, which were conceded to be unusually interesting and inspiring. Men of the highest eminence in their special departments of science gave lectures: Mr. Walton on arithmetic, Mr. Hagar on music, Mr. Bowler on penmanship, Prof. Munroe on elocution, Prof. Smith on drawing, Prof. Niles on natural history, Mr. Boyden on the art of teaching, Mr. Phipps, Agent of the Board of Education, on various topics connected with education. Secretary White was present at the closing meeting and addressed a large assembly. Hospitable families entertained the teachers from other towns, and were amply repaid by the high value of the evening lectures which the citizens generally attended.

*School Committee.*—F. C. FLINT, F. A. WARFIELD, E. M. PHILLIPS, A. J. BARTHOLOMEW, W. A. H. GRANT.

### SPENCER.

We regret that in the erection of our school-houses scarcely any attention has been paid to the subject of ventilation, which we regard as —

a very serious oversight. In these days no public building is complete and answers fully its design which is destitute of proper means of ventilation. The only method of ventilating our school-rooms is by raising or lowering the windows, so that those who are sitting in the immediate vicinity are liable to take cold. If this is not done the air soon becomes vitiated, it is breathed and re-breathed, and thus in many cases is laid the foundation of lung diseases. Too much care cannot be given to this subject, both by those who have the superintendence of the erection of our school-houses and by our teachers. We believe that, if proper attention is given to this matter, our teachers would enjoy better health and our school-rooms would possess greater attractions, while our children would be relieved from that source of disease, so prevalent where this subject of ventilation is entirely overlooked.

*School Committee.*—Dr. E. M. WHEELER, Y. E. BACON, Rev. W. A. NOTTAGE, E. HOWE, Mrs. JULIA A. BEMIS.

#### STERLING.

There are some evils regarding attendance which deserve your attention. It should be held that when school is in session there is no place so important for the scholar to be as at school. We have observed, however, that, in the view of the scholars, and we may suppose of their parents also, that at various times and on various occasions the school is the least important place. Does not school come before June training, before camp-meeting, before muster, before target-shoots? Scholars should not be allowed to be absent or tardy without unavoidable reasons therefor. They ought not to receive from their parents excuses granting absence or dismissal without there being necessity for them. Excuses are not required as a simple formality, but as a prevention of truancy and a corrective of the evil of frequent and needless dismissal and absence. There are some scholars who go to school about when they please, and who stay away from school about when they please. They get little good in going to school in such a manner; are a positive harm to the schools to which they belong. These many abuses furnish a very strong argument for a compulsory system of education.

*School Committee.*—HENRY S. SAWYER, WM. H. BURFEE, HARVEY C. BATES.

#### SUTTON.

During the few past years the members of the school board have changed so often, and have had such diverse views in relation to textbooks, or have been so indifferent in regard to them, that much injury to some departments of learning has resulted from a want of uniformity

in books, and from the re-appearance of some unworthy books unani-  
mously condemned and removed by the school committee a few years  
ago. At present we have too many books and too many kinds of  
books, and such contradictory and inconsistent definitions, particularly  
in grammar, that some branches of learning, and especially the "art  
of reading and writing the English language correctly," seem likely to  
become "lost arts" in some of the Sutton schools. As a remedy for  
these evils we hope our legislature will commit the subject of text-  
books to the state school board, with instructions to make such books  
uniform throughout the State, and forbidding any change of the same,  
except in new editions from the same authors, during a period of ten  
years after their introduction.

*School Committee.*—I. B. HARTWELL, J. W. STOCKWELL.

### TEMPLETON.

*Drawing.*—The law we deem very timely and judicious, but school  
committees and teachers were very generally unprepared to meet its  
demands. During the past year we have put a part of a series of  
drawing charts into our Primary Schools with encouraging results, for  
both teachers and scholars have manifested commendable interest in  
the subject. We hope ere long to see drawing charts, or drawing  
cards, introduced in all our schools, accompanied by a more or less  
perfected system of instruction. In reply to the objection that our  
teachers are not qualified to meet this new demand imposed upon  
them, it may be answered, they must qualify themselves; and this we  
are assured they can do in a very satisfactory manner by means of  
available books of instruction and a persevering practice, with but  
little assistance from the living teacher. Attendance upon the  
Teachers' Institutes is, doubtless, one of the best, probably the best,  
means of acquiring new and valuable ideas in regard to this and other  
improved methods of instruction.

Those who design to become teachers in the Public Schools of  
Massachusetts must be qualified to teach all the branches required by  
law. The art of drawing is not left optional with school committees  
more than reading, spelling, or its kindred but greatly neglected art—  
writing. Hence, we soon expect to see inaugurated in all our schools  
a system of instruction designed to develop and cultivate a gift, or  
faculty, as universal as mind itself; for whoever saw a child that did  
not at a very early age exhibit this faculty by making rude imitations  
of men, animals, and inanimate objects upon slate or paper, or upon  
the sand or snow by the roadside? What man or woman who attended  
our Public Schools a score or more years ago, when school discipline  
was a tangible reality, and meant something more than moral suasion,

has not vivid recollections of painful experiences occasioned by the irrepressible conflict between the teacher's authority and this innate propensity for making images, so called, or rude caricatures of other scholars, or, perhaps, of the teacher himself? What was then idle, worse than idle amusement, and justly held contraband in the school-room, now, under the guiding hand of systematic training, becomes one of the most useful arts, and is considered an indispensable accompaniment of a Common-School education.

*School Committee.*—J. B. GOULD, P. BLODGETT, V. P. PARKHURST.

### UXBRIDGE.

Poor teachers should be dismissed as soon as possible, but good teachers should be retained as long as there is any money in the treasury, or the pockets of the people, to pay them, or at least as long as they can be prevailed upon to remain and sacrifice themselves for the youth under their care; and if any member of the almost innumerable committee persists in exercising his prerogative, and discharges a good teacher without just cause, or retains a poor teacher in his school because she stands under the shadow of some great name, or because her shadow is so majestic that it overawes great names, let that committee man, also, be laid away upon the shelf like a discarded politician, to await some new departure.

*Chairman of Committee.*—GEORGE W. HOBBS.

### WESTMINSTER.

*Teachers' Meetings.*—In order to stimulate the teachers, and through them, the schools, teachers' meetings were planned at the beginning of the year, and one or more have been held each term, at which topics previously assigned were discussed by the teachers, questions being asked and answered pertaining to the topic under consideration. These meetings tended to make the teachers acquainted with each other, helping each to feel there was a bond of sympathy uniting them that would make them stronger and better fitted for their task. One noticeable feature of these meetings was the fact that, as a general thing, those most successful as teachers were most interested in and took most pains to prepare themselves for the teachers' meeting.

*Public-School Meetings.*—In the evening of the day when the second teachers' meeting was held, a public meeting was appointed in the town hall of all the schools, or as many as could conveniently be present. All but one were represented. The exercises consisted of singing, recitations, exercises upon the outline maps, object lessons in geography, gymnastics by the scholars, and remarks by the citizens.



They were continued from eight o'clock until ten, with unabated interest, while many exercises were omitted for want of time. A crowded house and the attention given testified to the interest felt.

As one evidence of the good accomplished by this meeting, we may mention the fact that one of the teachers circulated a paper, the next day, in the district where she was teaching, to get subscriptions for a globe and outline maps which were not supplied in that school, and pointing out the need of those things, as shown by the exercises of the previous evening, she had no difficulty in raising the required amount. Another meeting, similar to this, was held July 4th, in the forenoon, in the town hall. .

*School Committee.*—A. K. LEARNED, A. M. O'DANIELS, S. L. BEAL.

### WINCHENDON.

*Relation of Teacher to Scholar.*—That school is best in point of discipline in which the authority of the teacher is least ostensibly exercised; where the restraint is felt but not seen. The true teacher will endeavor to bring his school into that condition in which the scholar's own idea of right will determine his duties, and in which his authority will be chiefly needed as a check upon evil tendencies. This is the perfection of government, for it substitutes a permanent influence in place of one that is temporary and partial.

The most public, and of necessity the most constant, office of the teacher is instruction. We recommend to teachers to insist upon thoroughness and promptness in every recitation. It nurtures a bad habit in the scholar to indulge him in imperfect recitations; it encourages a careless and superficial method of learning which is more damaging than the mere lack of knowledge.

But something more is demanded of the teacher than good government or suitable instruction, or the two conjoined; namely, correct principles of education, the judicious oversight and direction of the mental habits. The wise teacher will seek beyond the mere impartation of facts to awaken an interest in the scholar's mind in the principles which underlie them. He will encourage a disposition to inquiry, and will beget in the pupil an open and manly tone of thought and action by paying respect to his opinions. In all he does the teacher should aim at producing strength of character. "I call that a complete and generous education," says Milton, "which fits a man to discharge justly, skilfully and magnanimously all the offices, both public and private, of peace and war."

If it be thought that we have proposed to the teacher a standard of excellence difficult of attainment, it is enough to say that the times demand it. The day has passed when the community were satisfied

with mediocre attainments in this department of labor. School-teaching is not now the pedagogy of a century ago. It is attracting the attention of the best minds in all countries. Still, the idea too extensively prevails that first-rate qualifications in a teacher are not needed for the lower grades of schools, however they may be for the higher. This idea we believe to be altogether wrong. For the purpose of mere rudimentary instruction, indeed, so much may not be needed. But if parents desire for their children in that tender and impressible age at which they are first sent to school, something more than ordinary school-drill, illumination and guidance as well as tactics, they will not be satisfied till they have gone to the extent of their means in providing the best instruction. Every thing enjoins upon the teacher, if he would meet the just demand of the times, to seek culture; not book-knowledge merely, but that generous culture that shall qualify him to act with power and profit upon other minds.

*School Committee.*—G. A. LITCHFIELD, C. H. WHEELER, WHEELER POLAND.

#### WORCESTER.

*Evening Schools* have been opened as usual. The school on Orange Street is worthy of special commendation. It is composed largely of adults; and the earnest, attentive spirit that prevails is admirable. The students are apparently as intent upon their own improvement as they are in the pursuit of their daily business; and, judging from the attention given to study, they must be excellent in their calling. Of our seventy-five or one hundred fellow citizens who attend that school we may well be proud. If all who, unfortunately, have received but little education in youth would follow their example, the liquor question would settle itself and the police would be idle. A few years since many who attended this school were rough and rowdyish. The change is largely due to the tact of the teacher, Miss George, and her hearty interest in that school.

In several of our sister cities Evening High Schools have been established or are talked of. Pupils have applied here for evening instruction in the higher branches of an English education. The People's Club has very generously provided for this demand. It is to be hoped that the demand will increase; and there is no good reason why all who wish should not have the means of enlarging the Common-School education, which too early withdrawal from school has left incomplete. Each school of this kind improves society; it may diminish the throng of idlers and bar-room loungers.

*Improvement.*—A good teacher must be a constant learner. It is not enough that one has taught the same subjects, in reading, arithmetic, grammar and geography, or any other study, from year to year,

till they are as familiar as the alphabet; this very familiarity may render the teaching lifeless and uninteresting. Thought and study in other fields will bring something of freshness to the old subjects and enable one to invest them with some charm for the children. The teacher must be a student.

Long experience may improve the teacher, or it may entirely unfit him for his duties. Time adds to the strength of the oak, for it is constantly putting forth branches; but a fossil remains a fossil, valuable only as the relic of a former age.

Besides good scholarship, constantly improving, the teacher must be familiar with the improved methods of teaching. Nothing is easier than to have a mistaken confidence on this subject. As already stated, the circumstances of school-life are changing. Pupils leave school at an earlier age than formerly. The subjects to be studied are more numerous. Every year a higher degree of scholarship is required for the average man. The question, then, is, how to do more work in less time. This question is receiving the attention of the ablest educators in the land. It becomes every teacher to know what methods have been discarded, and what new ones are approved and what disapproved. If all had made these methods a subject of study, as many have, it would not be possible to find in our schools a class of forty pupils, each in turn spelling the same word from memory, with the same words of a definition even less understood than the word defined, in dreary, dull monotony; nor a class repeating verbatim a three-page list of propositions; nor the same paragraph read successively by fifty pupils, each in the same tone; nor weeks and months spent in teaching addition, for example, after the class has learned to add; nor a teacher shooting off the list of questions from a text-book with all the regularity, rapidity and intelligence of a revolver, each discharge being followed by a report from the pupil; nor a formidable list of astounding facts repeated by a class who had not the remotest idea of what they were saying. Such things as these are to be seen; but happily they are exceptional.

Good teaching is impossible without a personal interest and pleasure in the progress of the pupils. This leads to a careful study of their individual character, and a diligent search for the good points that are to be found in every nature, and the avenues to the heart. In every pupil, there is some chord whose vibration, if touched by a skilful hand, will lead him upward. Diligent study of the pupils, their surroundings, what they are, what they ought to be, and what they may become, is the part of a good teacher.

Above all, a strong manly or womanly character—virtuous, truthful, honest, just and generous—alone is fitted for the control of the young. They look for these qualities. They should never lose their confi—

dence, through the failure of any teacher. There is no sadder sight than the attempt of one knowing himself to be untrue and yet trying to instruct the young, before whose searching eyes the true character cannot long be concealed.

*Pupils.*—The whole number of pupils enrolled during the year is considerably larger than that of last year. The average number belonging, however, has been less by two hundred; and the average daily attendance less by two hundred and seventy-three. This decrease in the averages is due partly to the opening of a school in the Catholic Institute, by which about five hundred children were withdrawn from the Public Schools, and partly to the withdrawal of children from school, to work, as soon as they have attended the time required by law. This is an evil which will increase as the value of children's labor and the cost of living increase. It may be observed, however, that the number of pupils at the close of each term respectively, is greater than for the corresponding term of the previous year. The ratio of daily attendance to the number belonging, is one-half of one per cent. less than for the previous year. The number of pupils perfect in attendance for the whole year, for three terms and for two terms respectively, is less than it was last year. The number for one term is larger.

The disparity between the whole number registered and the average number belonging to our schools shows two facts: First, that the law requiring the attendance at school of all children of school age three months in the year, is pretty thoroughly obeyed; and secondly, that about two thousand children are withdrawn from school at the end of that time. The first of these facts is a triumphant answer to the charge of some of our Western friends, that the law of this State for compulsory attendance is a failure and cannot be enforced. The second proves the necessity for extending the time of attendance required to the whole school-year. The enforcement of the law would doubtless then be as complete as it now is, and less difficult. It is useless to repeat arguments on this subject. Thorough universal education is the recognized necessity of our institutions. Not more words but a little healthy legislation is the need of the hour.

*Moral Instruction.*—Public Schools are not a benevolent institution merely, however benevolent may be their operation. As has been so often reiterated by the State through her long history, they are instituted for the public safety. That safety requires that her citizens be not only intelligent but moral,—having a fine sense of justice, a sacred regard for truth, and a profound respect for the rights of others. Does the State, then, confine the education sought by her Public Schools to training the intellect, or does she aim at the development of the whole man, physically, mentally and morally—body, mind and soul?

The constitution enjoins that "Wisdom and knowledge as well as virtue" shall be "diffused generally among the body of the people"; it requires the inculcation of "the principles of humanity and general benevolence, public and private charity \* \* \* and all social affections and generous sentiments among the people."

And as our forefathers had indulged in religious persecution, having come to a better mind, they enacted in the interest of the minority then, and in all future time, that money raised by taxation for the support of Public Schools "shall never be appropriated to any religious sect for the maintenance exclusively of its own school."

In the statutes also is expressed the duty of "all instructors of youth to exert their best endeavor to impress on the minds of children and youth committed to their care and instruction, the principles of piety and justice and a sacred regard to truth"—with the whole list of social virtues. By the same laws, the Bible, the recognized authority of all Christians, is directed to be read daily, without sectarian comment, in every Public School. By the rules of our schools "It is recommended that the reading be followed with prayer by the teacher or the Lord's prayer by the scholars."

It would thus appear that ours is a Christian State, and ours a Christian system of schools. The system of morals which the Bible inculcates is adopted, and the Lord's prayer is the recognized form of petition. How this question would stand if a swarm of Buddhists should overrun these shores is a curious subject for contemplation. Should the Dhammapada then take the place of the Bible? At this distance a sufficient solution, perhaps, is suggested by the word assimilation.

All that is comprehended in the above extracts from the constitution and the laws is required by the rules from the teachers in our schools; and the requirements are obeyed. The physical development of the children is an object of their special care. The intellectual training belongs to them of course. The duty of cultivating the moral faculties is no less clear. And religious education, so far as that is distinguishable from the moral, is equally the duty of Public-School teachers, since they are required to impress upon the minds of youth the principles of piety; and piety is "the filial sentiment felt by man to God, the Father of all; a sense of dependence upon the Supreme Being, producing habitual reverence, and a disposition to know and obey his laws."

Where such are the laws, and such is the practice, where daily from thousands of sweet lips, the Lord's prayer, the incense of the pure heart of childhood, arises, it is easy to see with how little ground the adherents of an effete system of European education, reproach the

brethren in this country who are the supporters of our Public Schools, with the charge that these are "Godless Schools!"

*Superintendent of Public Schools.*—ALBERT P. MARBLE.

*Appendix.*—Among the first movements in this country to establish Graded Schools, was the following report of a Committee of the Central School District in Worcester, 1823.

The Committee, appointed by the inhabitants of the Centre school district in Worcester, on the fourth day of August current "to report on the general concerns of said district," and for other purposes, have attended to the duties assigned them, and ask leave to report that they are deeply impressed with the importance of the subjects submitted to their consideration.

To children and youth must we look for the social and moral character of the next generation. Upon our Common Schools, children generally depend for that instruction which will qualify them for manly and useful exertions in mature life; and their moral worth, in their future domestic and civil relations, is in no small degree suspended on the first impressions made on their minds, and the first principles established in their hearts. Our venerated ancestors set worthy examples in the education of children. They early instituted a seminary, at which a due proportion of youth might be fitted for the public services of the community: They also established town schools, open to the poor as well as the rich, and in their families were careful to form their children, by example and by instruction, to amiableness of disposition and purity of life; to habits of sobriety, industry and virtue. The benefits of their system have been apparent in every subsequent age. The seeds thus sown have yielded the best fruits. Our Countrymen, through successive generations, have been distinguished for their intelligence, their love of liberty, their regard to order, their spirit of enterprise and their general respectability of character.

If we would accelerate the improvement of our country, and transmit to posterity the social, political and religious blessings we enjoy, we must not fail to cherish, support and extend the wise institutions of our fathers, and to accommodate their admirable system of education to the present state of society. It will not be denied that the people of our Commonwealth are laudably solicitous to adopt effectual methods to cultivate the intellectual and moral faculties of youth, to polish their manners and prepare them for the active pursuits of life. But your committee are constrained to declare their opinion, that for several years past the schools in this district have generally fallen below the common standard in the Commonwealth, and would not bear comparison with many in our immediate neighborhood. Ought this state of things to be longer endured? Is it not reproachful to the centre district of the shire town in the county of Worcester?

Are the children of this district less dear to their parents and friends or less able to become useful to our common country than others ; or are we less solicitous about their future success and condition in the world, that we withhold from them those means of improvement which are so amply furnished by neighboring districts, possessing not one-half of our population, and not one-fifth of our resources?

They cannot believe, that this appeal can be made without effect, to the feelings of parents. They cherish the hope that the work of reformation will be speedily begun, and prosecuted with success.

The inefficiency of our schools may be traced in the opinion of your committee, to two prominent causes. First, the false notions of economy, which introduced incompetent masters. The amount of compensation paid annually to all the instructors within this district, including \$400 for the Grammar School, has averaged nearly \$840. Of this sum, about \$440 have been appropriated to the support of the Common Schools, leaving but \$400 to meet the whole expense of a Grammar School.

Now, it requires no argument to show, that for a salary of \$400 a preceptor possessing the requisite qualifications could not be obtained ; and the man who would engage for that sum would probably not be deserving of your confidence. Better is it, in the view of your committee, that your children should depend for instruction, upon their friends at home, than be entrusted to one, who would teach them nothing right and restrain them from nothing wrong.

But in a few instances, the liberality of individuals has supplied, in some measure, the deficiency of the moneys of the town, and competent masters have been sometimes employed. Then another cause of the difficulties complained of has been found in the unaccountable neglect of parents to avail themselves of these advantages. Many children have been so irregular in the days and hours of their attendance upon the schools as to defeat the most earnest endeavors of the instructors for their advancement in knowledge, and to retard materially the progress of other scholars ; and some, they are grieved to say, have never attended at all.

From the causes of these evils your committee proceed to point out the only remedies which they deem effectual.

First, insure the employment of able instructors in the Centre School, by raising the salary heretofore given them. This can be effected only by individual subscriptions, or by persuading the town to increase the general school tax for the benefit of the Grammar School, or by an assessment of the necessary additional sums upon the inhabitants of the district in pursuance of powers to be obtained from the legislature for that purpose. Upon the first method suggested, your committee think no permanent reliance can be placed ;

but they believe either the second or third to be practicable, and recommend the adoption of measures to pursue either the one or the other, or both, as circumstances may render most advisable.

In the second place, your committee propose the following arrangement of the schools.

1. A Grammar School to be kept permanently in the Centre School-house.

2. A school for every necessary branch of English education to be kept in the Centre School-house for at least eight months in the year.

3. A female school to be kept in each of the other houses from April to November inclusive.

4. A third female school of a higher order than those last mentioned, to be kept for the same term near the centre of the district; and to be composed of the scholars most advanced from the other female schools.

In the third place, your committee recommend that a board of twelve overseers be chosen annually by ballot, whose duty it shall be, in conjunction with the selectmen, to determine upon the qualifications of instructors and to contract with them for their services; to determine upon the attainments of scholars to be admitted into said schools respectively; to prescribe the course of instruction therein and all necessary rules and regulations for the government thereof; to determine upon all complaints of instructors, of parents or of scholars, which may arise in relation to said schools, or either of them; to visit and examine said schools respectively at stated periods during the year; to encourage in every suitable manner both instructors and scholars in the performance of their relative duties; and to make a report in writing annually to the district of the condition of said schools during the period of their office.

In conclusion, your committee would respectfully and seriously urge upon heads of families, as they love their children, as they regard their parental obligations, as they estimate their responsibility to their country and to God, to coöperate unitedly and individually with the board of overseers in the attainment of the great and interesting objects of their appointment.

Your committee have obtained, conformably to their instructions, a warrant from the selectmen, under which the district will be authorized, at a future meeting, to act upon all the subjects embraced in this report. All which is respectfully submitted.

*School Committee.*—SAML. M. BURNSIDE, A. BANCROFT, LEVI LINCOLN, OTIS CORBETT, JOANA. GOING, SAML. JENNISON.

WORCESTER, August 22, 1823.









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**AN ABSTRACT**  
**OF THE SCHOOL RETURNS MADE BY THE SCHOOL**  
**COMMITTEES OF THE SEVERAL TOWNS AND**  
**CITIES IN THE COMMONWEALTH, FOR**  
**THE SCHOOL-YEAR 1872-73.**

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## BARNSTABLE COUNTY.

TOWNS.	Population—U. S. Census, 1870.	Valuation—1872.	No. of Schools.	Amount expended in 1872 for Erecting School-Houses.	Amount paid for Renting, etc., in 1872.	No. of different Scholars in Public Schools during the School-year.	Avg. attendance in all the Pub. Schools during the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1872.	No. of different persons employed as Teachers in Pub. Schools.	
											Males.	Fem.
Barnstable, .	4,793	\$2,880,861 14	25	-	\$913 21	889	724	11	129	852	6	26
Brewster, .	1,259	800,893 33	7	-	200 00	241	180	4	55	260	2	6
Chatham, .	2,411	1,025,358 39	14	\$1,498 92	210 56	570	429	2	96	543	3	11
Dennis, .	3,269	1,521,982 74	13	-	902 68	780	510	7	146	683	6	13
Eastham, .	668	233,874 22	4	-	237 00	152	132	3	33	150	4	4
Falmouth, .	2,237	1,293,695 74	14	-	87 00	347	286	3	78	894	4	11
Harwich, .	3,080	1,083,774 41	15	-	105 00	660	492	6	180	815	6	13
Mashpee, .	348	94,845 87	2	-	50 00	58	36	3	12	85	-	4
Orleans, .	1,323	568,979 20	6	-	-	285	176	5	75	235	4	9
Provincetown, .	3,865	2,102,071 83	14	-	525 00	850	640	-	102	812	3	15
Sandwich, .	3,694	1,444,517 43	23	-	200 00	793	606	5	156	728	10	25
Truro, .	1,269	298,893 69	8	-	50 00	311	178	13	61	268	6	6
Wellfleet, .	2,135	855,929 09	15	-	300 00	448	396	-	100	485	3	13
Yarmouth, .	2,423	1,610,171 50	10	-	277 39	488	275	-	47	367	3	13
Total, .	32,774	\$15,815,348 58	172	\$1,498 92	\$4,057 84	6,872	5,050	62	1,270	6,677	60	169

## BERKSHIRE COUNTY.

Becket, . . .	1,346	4,836,411 00	14	-	\$910 00	356	208	12	35	273	2	18
Cheshire, . .	1,758	881,131 33	11	-	450 00	391	264	7	86	409	1	13
Clarksburg, .	686	247,442 66	3	-	16 00	135	92	2	7	153	3	3
Dalton, . . .	1,252	1,113,828 70	8	-	100 00	261	176	10	19	257	-	8
Egremont, . .	931	579,198 41	5	-	-	164	94	8	16	151	2	7
Florida, . . .	1,322	206,957 00	6	-	-	220	158	6	18	229	1	7
Gt. Barrington,	4,320	4,963,402 75	21	\$200 00	200 00	760	566	15	74	904	5	32
Hancock, . .	882	495,515 29	7	-	75 00	155	79	8	15	157	-	7
Hinsdale, . .	1,695	883,906 68	10	-	-	408	215	20	45	350	-	14
Lanesborough, .	1,393	765,788 33	8	-	-	339	178	2	20	340	-	9
Lee, . . .	3,866	1,725,051 50	17	1,000 00	500 00	720	560	20	22	849	4	15
Lenox, . . .	1,965	1,492,673 83	11	3,485 10	279 17	339	266	21	5	361	3	13
Monterey, . .	653	308,160 16	8	-	25 00	158	103	6	17	143	-	11
Mt. Washington, .	256	99,381 00	2	-	-	72	42	1	15	64	1	2
New Ashford, . .	208	108,439 00	2	-	-	40	22	3	10	46	2	3
N. Marlboro', . .	1,855	919,417 25	14	3,600 00	-	512	304	11	59	392	3	18
Otis, . . .	960	325,529 00	8	552 81	15 00	208	152	14	42	202	-	13
Peru, . . .	455	197,715 16	6	-	-	138	74	9	10	99	2	8
Pittsfield, . .	11,112	8,856,082 51	87	1,106 87	2,080 68	2,105	1,426	31	169	2,722	4	54
Richmond, . .	1,091	546,406 82	6	-	35 00	242	168	8	15	214	-	10
Sandisfield, . .	1,482	546,026 32	13	-	-	349	202	7	41	284	5	15
Savoy, . . .	861	279,228 66	7	-	10 00	195	101	12	31	143	4	8
Sheffield, . .	2,535	1,367,702 91	14	2,280 00	107 00	478	260	27	85	369	7	18
Stockbridge, . .	2,003	2,659,644 32	9	-	425 00	327	261	6	32	406	3	9
Tyringham, . .	557	305,898 00	4	-	10 00	145	81	13	25	113	3	4
Washington, . .	694	290,378 50	6	-	65 00	179	95	2	25	188	4	6
W. Stockbridge, .	1,924	928,665 41	8	-	-	314	208	12	24	398	4	11
Williamstown, . .	3,559	1,718,937 65	16	2,659 77	372 50	753	383	12	78	653	6	18
Windsor, . . .	686	314,619 66	8	-	124 33	163	92	10	25	125	3	11
Total, . . .	64,826	\$40,610,072 48	329	\$14,884 55	\$10,478 20	13,340	8,477	341	1,227	13,549	84	424

## BARNSTABLE COUNTY—CONTINUED.

T O W N S.	Age Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per mth., including the Value of Board.		Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of rooms for the school-year 1872-73.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expenses of Superintendence and printing School Reports.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.	Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs.
			Males.	Females.							
Barnstable, .	205-5	8-5	\$81 00	\$38-87	\$9,900 00	\$241 25	\$355 21	-	\$2,500 00	\$140 00	\$65 51
Brewster, .	52	7-10	65 00	32 50	2,000 00	-	120 00	-	-	-	-
Chatham, .	106	7-11	59 00	22 36	3,500 00	-	211 30	150 00	-	-	184 12
Dennis, .	110-5	8-9	66 00	33 00	5,000 00	-	160 00	50 00	-	-	11 74
Eastham, .	30-10	7-13	60 50	20 00	1,150 00	31 50	89 00	-	-	-	-
Falmouth, .	98	7	50 00	32 50	3,800 00	-	53 00	-	10,000 00	900 00	53 00
Harwich, .	91	7	60 00	40 00	5,000 00	-	137 00	-	-	-	-
Mashpee, .	12	6	-	31 85	250 00	-	31 00	-	-	-	21 95
Orleans, .	68	8-10	67 14	25 08	2,200 00	-	62 50	-	-	-	-
Provincetown, .	123-11	8-17	85 00	34 61	6,505 00	-	425 00	400 00	-	-	-
Sandwich, .	138-10	7-6	61 43	31 30	8,000 00	28 00	315 00	225 00	3,000 00	200 00	184 20
Truro, .	49	7	55 00	26 00	2,000 00	-	102 00	-	-	-	13 49
Wellfleet, .	113-10	7-11	79 00	31 66	5,000 00	-	145 00	-	-	-	-
Yarmouth, .	87	9	96 67	36 66	3,800 00	100 00	158 50	50 00	16,031 97	953 88	54 34
Total, .	7-12	-	\$68 13	\$31 17	\$58,105 00	\$400 75	\$2,364 51	\$875 00	\$31,531 97	\$2,193 88	\$538 35

## BERKSHIRE COUNTY—CONTINUED.

Adams, .	370-10	9-10	\$120 20	\$44 30	\$26,000 00	-	\$455 00	-	-	-	-
Alford, .	22-10	7-10	20 00	25 00	500 00	-	23 00	-	-	-	-

78	6-18	\$40 17	\$28 52	\$1,800 00	\$370 00	\$30 00	-	\$1,390 49	\$65 16	\$92 26
Baxter,	6-18	36 00	36 36	2,500 00	-	64 50	-	-	-	77 54
Cheshire,	6-18	47 25	32 00	800 00	-	27 20	-	150 00	9 00	-
Clarkburg,	8	47 25	32 00	800 00	-	120 00	-	-	-	-
67-5	8-10	-	36 00	2,500 00	-	20 00	-	-	-	64 48
Dalton,	8-4	34 00	32 50	1,200 00	87 75	40 00	-	-	-	93 00
Egremont,	42	68 00	24 70	800 00	-	16 00	-	200 00	12 00	242 88
Florida,	6	82 17	80 42	7,000 00	900 00	200 00	-	960 71	57 64	-
Gt. Barrington,	8-11	82 17	80 42	7,000 00	900 00	200 00	-	200 00	12 00	-
Hancock,	6-14	24 83	24 83	700 00	-	62 50	-	-	-	-
35-5	6-14	81 75	81 75	2,500 00	-	125 00	-	-	-	-
Hinsdale,	7-13	35 00	35 00	2,000 00	-	66 00	-	-	222 28	-
59-10	7-10	77 50	82 14	7,251 00	500 00	176 00	-	1,600 00	96 00	-
Lee,	9-6	65 00	80 00	3,500 00	60 00	180 00	-	-	-	-
Lenox,	7	25 00	25 00	800 00	280 00	30 00	-	1,738 17	104 05	-
Monterey,	6-16	56 00	84 00	800 00	50 00	27 00	-	100 00	7 30	42 00
Mt. Washington,	6-13	26 50	18 00	188 00	8 00	5 00	-	-	-	67 19
New Ashford,	12-13	46 66	27 90	2,350 00	100 00	90 00	-	5,458 77	927 52	329 28
New Marlboro',	6-15	22 00	22 00	1,000 00	32 00	64 75	-	-	-	78 00
Otis,	49	24 00	22 85	600 00	-	43 00	-	370 50	22 23	-
Peru,	6-11	143 00	96 00	24,762 64	-	2,058 00	\$2,000 00	-	-	-
Pittsfield,	9-15	23 58	700 00	700 00	-	45 00	-	-	-	64 32
Richmond,	6-15	40 25	23 00	1,500 00	650 00	61 25	-	1,290 00	77 40	-
Sandisfield,	6-6	35 75	24 65	1,000 00	533 25	30 00	-	1,297 00	77 82	-
Savoy,	6-9	45 43	35 90	3,200 00	462 00	168 00	-	1,600 00	96 00	127 88
Sheffield,	8-5	71 67	43 00	5,000 00	-	190 95	150 00	3,000 00	300 00	46 95
Stockbridge,	8-5	45 00	21 00	700 00	-	32 00	-	-	-	-
Tyringham,	7-4	35 00	23 00	1,000 00	100 00	40 00	-	-	-	-
Washington,	40-10	47 50	31 00	2,000 00	280 00	65 75	-	-	-	-
W. Stockbridge,	6-6	38 20	37 87	5,500 00	-	77 00	-	-	-	-
Williamstown,	9-4	28 34	21 50	1,000 00	64 00	16 00	-	587 66	35 26	-
Windsor,	6-2	52 70	29 48	\$110,651 64	\$3,717 00	\$4,628 90	\$2,150 00	\$19,943 30	\$1,521 66	\$1,325 73
Total,	-	52 70	29 48	\$110,651 64	\$3,717 00	\$4,628 90	\$2,150 00	\$19,943 30	\$1,521 66	\$1,325 73





Becket, . . . . .	-	-	-	-	-	-	51	\$345 00	\$156 60	\$18 00
Cheshire, . . . . .	-	-	-	-	-	-	-	-	159 09	-
Clarksburg, . . . . .	-	-	-	-	-	-	-	-	181 66	-
Dalton, . . . . .	-	-	-	-	-	-	-	-	158 33	-
Egremont, . . . . .	-	-	-	-	-	-	25	650 00	184 15	-
Florida, . . . . .	-	-	-	-	-	-	-	-	132 23	-
Gt. Barrington, . . . . .	1	9-15	-	-	-	-	25	500 00	251 62	-
Hancock, . . . . .	1	-	-	-	-	-	1	100 00	130 50	-
Hinsdale, . . . . .	-	-	-	-	-	-	12	-	167 15	25 00
Lanesborough, . . . . .	-	-	-	-	-	-	-	-	161 78	25 50
Lee, . . . . .	-	-	-	-	-	-	-	-	269 22	-
Lenox, . . . . .	1	10	1,500 00	-	-	-	20	240 00	188 18	-
Monterey, . . . . .	1	9	450 00	-	-	-	50	600 00	128 02	-
Mt. Washington, . . . . .	-	-	-	-	-	-	-	-	112 28	-
New Ashford, . . . . .	-	-	-	-	-	-	-	-	108 65	-
New Marlboro', . . . . .	-	-	-	-	-	1	-	-	183 65	-
Otis, . . . . .	-	-	-	-	-	-	30	90 00	141 82	-
Peru, . . . . .	-	-	-	-	-	-	34	50 00	119 59	-
Pittsfield, . . . . .	1	10	2,000 00	-	-	-	-	-	607 11	-
Richmond, . . . . .	-	-	-	-	-	-	-	-	141 44	-
Sandisfield, . . . . .	-	-	-	-	-	-	-	-	158 33	-
Savoy, . . . . .	-	-	-	-	-	-	-	-	135 12	-
Sheffield, . . . . .	1	9-5	600 00	-	-	-	-	-	171 58	24 00
Stockbridge, . . . . .	1	10	1,400 00	-	-	-	57	4,200 00	177 12	-
Tyringham, . . . . .	-	-	-	-	-	-	-	-	119 19	6 00
Washington, . . . . .	-	-	-	-	-	-	8	25 00	136 85	-
W. Stockbridge, . . . . .	-	-	-	-	-	-	125	300 00	155 63	-
Williamstown, . . . . .	1	9-5	581 00	-	-	-	98	35,144 00	222 40	10 00
Windsor, . . . . .	-	-	-	-	-	-	-	-	124 94	-
Total, . . . . .	10	-	\$13,531 00	1	50	\$2,100 00	535	\$42,147 00	\$5,607 74	\$108 50

• Each.

## BRISTOL COUNTY.

TOWNS.	Population—U. S. Census, 1870.	Valuation—1872.	No. of Schools.	Amount expended in 1872 for Erecting School-Houses.	Amount paid for Re-pairing, &c., in 1872.	No. of different Scholars in Public Schools during the School-year.	Avg. attendance in all the Pub. Schools during the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1872.	No. of different persons employed as Teachers in Pub. Schools.	
											Males.	Fem.
Acushnet, . . .	1,132	\$682,324 06	8	-	\$72 56	221	121	3	33	199	1	10
Attleborough, . .	6,769	2,987,311 91	30	-	640 00	1,282	947	14	71	1,425	5	42
Berkley, . . .	744	327,809 65	6	-	40 00	149	92	6	11	120	-	8
Dartmouth, . . .	3,367	2,340,476 23	20	\$100 00	30 00	617	367	17	88	518	7	24
Dighton, . . .	1,817	867,592 24	10	-	-	383	224	14	84	296	1	18
Easton, . . .	3,668	2,903,498 20	17	-	147 92	845	544	8	68	821	3	20
Fairhaven, . . .	2,626	1,676,529 57	12	-	382 47	552	379	11	46	470	1	18
Fall River, . . .	26,766	27,513,445 21	70	6,858 72	11,313 28	6,968	3,545	-	149	6,894	9	96
Freetown, . . .	1,372	841,317 93	8	-	-	228	162	5	45	234	-	11
Mansfield, . . .	2,432	884,314 40	9	-	-	425	333	7	13	483	1	17
New Bedford, . .	21,320	25,483,267 65	44	-	3,186 22	3,634	2,799	-	196	3,970	7	84
Norton, . . .	1,821	827,559 67	8	-	234 26	295	191	3	27	267	2	9
Raynham, . . .	1,713	1,177,491 29	9	-	322 00	370	233	6	16	274	-	12
Rehoboth, . . .	1,895	803,565 74	5	-	400 00	409	237	7	59	335	1	20
Seekonk, . . .	1,021	606,265 33	8	-	200 00	190	132	13	15	153	-	11
Somerset, . . .	1,776	979,392 73	7	2,589 68	482 92	402	255	4	25	329	5	10
Swansea, . . .	1,294	669,337 78	10	-	-	270	150	4	43	228	3	14
Taunton, . . .	18,629	15,273,009 41	60	5,500 00	2,600 00	3,752	2,364	-	229	3,427	6	65
Westport, . . .	2,724	1,26,683 63	20	-	300 00	567	378	15	79	547	8	25
Total, . . .	102,886	\$88,371,292 63	361	\$15,048 40	\$20,351 63	21,559	13,453	132	1,297	20,990	60	514

Chilmark, .	476	\$327,835 56	3	-	-	96	71	3	17	88	8	4
Edgartown, .	1,516	1,206,113 77	9	-	\$900 00	937	265	-	35	318	1	11
Gay Head, .	160	11,014 00	1	-	9 40	34	25	1	7	30	1	1
Gosnold, .	99	162,514 00	1	\$900 00	-	10	7	1	2	17	-	1
Tisbury, .	1,536	706,958 84	8	-	100 00	236	180	2	32	300	4	6
Total, .	3,787	\$2,413,436 17	22	\$900 00	\$409 40	713	548	7	98	753	9	23

## BRISTOL COUNTY—CONTINUED.

TOWNS.	Age'te Length of Public Schools for the year.	Average Length as returned by Committee.	Average Wages of Teachers per m'th, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the sch'l-year 1872-73.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of Superintendence and printing School Reports.	Salary of Superintendent of Public Sch'ls.	Amt of School Funds, which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.	Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs.
			Males.	Females.							
Acushnet, . . .	67-15	8-5	\$45 00	\$29 15	\$2,000 00	\$23 00	\$77 00	—	\$16,000 00	\$1,100 00	\$84 00
Attleborough, . .	238	8	75 80	36 15	12,500 00	212 00	900 00	—	—	—	764 91
Berkley, . . .	42	7	—	29 72	1,200 00	—	41 00	—	—	—	47 04
Dartmouth, . . .	153	7-3	44 47	25 81	4,500 00	—	219 60	—	—	—	307 98
Dighton, . . .	72	7	40 00	31 00	2,300 00	—	135 35	—	—	—	447 14
Easton, . . .	150-14	9	85 77	34 00	7,000 00	66 67	178 25	—	—	—	—
Fairhaven, . . .	114-10	9-10	100 00	34 82	5,000 00	—	—	\$2,000 00	5,000 00	350 00	198 79
Fall River, . . .	707	10-2	128 81	47 14	60,000 00	—	2,367 50	—	—	—	—
Freetown, . . .	63	8-5	—	28 52	1,800 00	22 00	70 00	—	—	—	—
Mansfield, . . .	55	6-3	83 33	30 41	2,335 00	—	100 00	62 50	900 00	80 00	—
New Bedford, . .	446-12	10-3	148 43	49 81	60,392 52	—	2,298 51	2,000 00	50,000 00	3,000 00	636 15
Norton, . . .	64-11	8-1	45 00	33 62	2,000 00	—	93 00	—	—	—	—
Raynham, . . .	72	8	—	37 63	3,000 00	—	175 00	—	—	—	165 75
Rehoboth, . . .	90-10	6	35 00	34 90	2,800 00	—	73 00	—	3,100 00	180 00	—
Seekonk, . . .	70-15	8-17	—	30 08	2,000 00	200 00	75 00	—	—	—	—
Somerset, . . .	56	8	57 20	28 80	2,617 79	—	121 00	150 00	—	—	120 39
Swansea, . . .	80	8	42 66	32 84	3,022 42	—	79 00	60 00	—	—	—
Taunton, . . .	570-10	9-10	121 67	38 03	39,000 00	—	2,269 50	2,000 00	8,500 00	850 00	—
Westport, . . .	161-9	8-2	44 06	28 82	5,000 00	—	248 00	—	—	—	250 86
Total, . . .	9-01	—	\$73 15	\$33 75	\$218,467 73	\$523 67	\$9,520 71	\$6,272 50	\$83,500 00	\$5,560 00	\$3,023 01

## LUNES COUNTY—CONTINUED.

Chilmark, .	18	6	\$98 34	\$26 75	\$550 00	-	\$50 00	-	-	-	-
Edgartown, .	55-10	6-3	70 00	25 00	2,800 00	-	250 00	-	-	-	-
Gay Head, .	7	7	45 00	17 50	90 00	-	16 25	-	-	-	-
Gosnold, .	6	6	-	26 00	100 00	-	3 50	-	-	-	\$9 11
Tisbury, .	48	6	47 25	23 33	2,200 00	-	90 00	-	-	-	-
Total, .	6-2	-	\$50 14	\$23 72	\$5,740 00	-	\$409 75	-	-	-	\$9 11

## BRISTOL COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable Janu-ary 25, 1878.	How much of said Fund was used for apparatus and books of reference.
	Number.	How supported.	Length.		Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.		
			Months.	Days.								
Acushnet, .	1	-	-	{ \$1,200 00 } { 1,070 00 }	-	-	-	1	-	-	\$139 72	-
Attleborough, .	2	Taxation,	10*	-	-	-	-	2	45	\$360 00	360 38	\$33 15
Berkley, .	1	-	-	-	-	-	-	3	20	454 00	126 86	-
Dartmouth, .	1	Taxation,	9	500 00	-	-	-	1	12	450 00	215 12	-
Dighton, .	1	-	-	-	-	-	-	1	12	450 00	152 57	-
Easton, .	1	Taxation,	9	1,200 00	-	-	-	1	12	450 00	290 78	-
Fairhaven, .	1	Taxation,	10	1,000 00	-	-	-	-	-	-	188 44	-
Fall River, .	1	Taxation,	10-2	1,700 00	-	-	-	2	58	2,500 00	1,225 68	200 00
Freetown, .	1	-	-	-	-	-	-	-	-	-	149 88	-
Mansfield, .	1	Taxation,	3†	1,000 00	1	67	\$7,300 00	20	319	5,000 00	189 04	-
New Bedford, .	1	Taxation,	10-3	1,800 00	1	100	4,750 00	-	-	-	832 74	-
Norton, .	-	-	-	-	1	-	-	-	-	-	161 22	-
Raynham, .	-	-	-	-	-	-	-	-	-	-	162 74	-
Rehoboth, .	-	-	-	-	-	-	-	-	-	-	169 45	-
Seekonk, .	-	-	-	-	-	-	-	-	-	-	192 62	16 00
Somerset, .	-	-	-	-	-	-	-	-	-	-	166 19	-
Swansea, .	7	-	-	-	-	-	-	-	-	-	147 02	12 50
Taunton, .	1	Taxation,	10	1,600 00	1	45	2,110 00	3	60	800 00	781 24	-
Westport, .	1	Taxation,	9	700 00	-	-	-	-	-	-	198 82	-
Total, .	10	-	-	\$11,770 00	3	212	\$14,160 00	81	514.	\$9,564 00	\$5,680 46	\$261 65

DUVALS COUNTY—CONCLUDED.

Chilmark, .	-	-	-	-	-	-	-	-	-	16	\$75 00	\$117 65	-
Edgartown, .	1	-	-	-	-	-	-	-	2	30	100 00	166 76	\$20 00
Gay Head, .	-	-	-	-	-	-	-	-	-	-	-	105 76	-
Gosnold, .	-	-	-	-	-	-	-	-	-	-	-	108 84	-
Tisbury, .	-	-	-	-	1	80	\$650 00	2	180	400 00	160 82	-	-
Total, . .	1	-	-	-	1	80	\$650 00	5	176	\$575 00	\$654 83	-	\$20 00

\* Each.

† Just opened.



## ESSEX COUNTY.

TOWNS.	Population—U. S. Cen- sus, 1870.	Valuation—1872.	No. of Schools.	Amount expended in 1872 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1872.	No. of different Scholars in Public Schools dur- ing the School-year.	Avg. attendance in all the Pub. Schools dur- ing the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age, May 1, 1872.	No. of different persons employ- ed as Teachers in Pub. Schools.	
											Males.	Fem.
Amesbury, . . .	5,581	\$2,331,694 62	25	-	\$974 38	946	716	20	77	990	4	24
Andover, . . .	4,873	3,406,297 79	18	-	2,580 19	912	575	16	83	726	1	28
Beverly, . . .	6,607	5,849,009 38	26	\$5,475 00	6,000 00	1,370	1,010	-	80	1,390	2	34
Boxford, . . .	847	817,822 79	5	-	10 00	165	89	3	27	164	4	6
Bradford, . . .	2,014	1,103,752 84	8	-	630 54	451	300	-	67	396	2	11
Danvers, . . .	5,600	2,927,161 51	19	-	1,590 00	1,137	882	1	69	1,180	5	27
Essex, . . .	1,614	943,770 71	9	5,600 00	580 00	329	249	-	36	348	-	9
Georgetown, . . .	2,088	868,586 58	10	-	175 00	407	356	8	34	446	1	16
Gloucester, . . .	15,389	7,709,462 73	33	-	873 27	3,432	2,500	-	300	3,247	8	95
Groveland, . . .	1,776	774,183 26	6	-	30 00	339	239	7	15	394	-	9
Hamilton, . . .	790	586,020 22	4	-	29 13	155	109	-	28	140	2	5
Haverhill, . . .	13,092	9,342,712 44	51	26,960 00	5,381 45	2,750	2,080	20	165	2,321	10	59
Ipswich, . . .	3,720	1,762,187 86	12	-	2,942 00	496	370	-	40	560	3	14
Lawrence, . . .	28,921	18,570,198 36	58	13,492 68	4,965 78	4,117	2,731	6	267	4,847	5	68
Lynn, . . .	28,233	21,787,103 36	58	94,253 48	6,790 06	5,306	3,920	-	248	6,808	9	109
Lynnfield, . . .	818	711,866 84	4	-	11 00	149	99	-	17	116	-	5
Manchester, . . .	1,665	1,219,013 64	8	-	-	316	226	-	33	284	1	8
Marblehead, . . .	7,703	3,388,039 78	19	-	5,000 00	1,423	1,141	-	54	1,607	2	22
Methuen, . . .	2,959	1,987,472 13	14	2,062 91	637 89	664	414	16	51	576	2	17
Middleton, . . .	1,010	445,943 46	5	-	5,228 37	207	147	7	32	202	-	5
Nahant, . . .	475	5,565,328 53	2	-	1,067 10	83	62	-	7	99	3	1
Newbury, . . .	1,430	882,549 55	6	-	50 00	182	105	17	23	213	2	9
Newburyport, . . .	12,595	8,269,884 02	35	36,000 00	-	2,468	1,470	-	120	2,544	6	56

North Andover, .	2,549	\$2,106,427 94	14	\$12,000 00	\$50 00	626	404	—	49	562	13	14
Peabody, .	7,343	5,427,619 59	20	—	2,240 00	1,409	1,019	—	79	1,503	4	38
Rockport, .	8,904	1,688,770 59	11	—	845 56	731	644	—	135	777	2	24
Rowley, .	1,157	546,301 01	5	—	1,200 00	201	166	—	7	206	1	6
Salem, .	24,117	25,382,251 19	69	—	3,225 55	4,570	2,745	—	226	5,420	8	70
Salisbury, .	3,776	1,903,012 04	17	18,500 00	30 00	587	443	1	126	711	6	14
Saugus, .	2,247	1,488,852 07	10	—	200 00	377	316	2	20	487	—	15
Swampscott, .	1,846	2,104,515 38	7	—	1,500 00	355	280	—	12	355	1	6
Topsfield, .	1,213	755,450 34	5	—	—	239	184	9	24	217	6	4
Wenham, .	985	504,944 95	5	—	—	173	136	8	15	169	1	6
West Newbury, .	2,006	1,129,092 87	11	—	152 19	467	342	11	30	449	—	12
Total, . .	200,843	\$144,327,699 78	609	\$214,344 07	\$54,989 46	37,539	26,469	147	2,556	40,454	114	704

## ESSEX COUNTY—CONTINUED.

TOWNS.	Age Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per m <sup>th</sup> , including the Value of Board.		Paid by Schools, including wages of Teachers, fuel, care of rooms, for the school-year 1872-73.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of Superintendence and printing School Reports.	Salary of Superintendent of Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.	Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs.
			Males.	Females.							
Amesbury, . . . . .	187	7-12	\$90 00	\$25 66	\$7,600 00	\$240 00	\$380 00	-	151,258 00	-	\$275 00
Andover, . . . . .	162	9	125 00	41 22	10,000 00	-	474 00	-	8,397 00	88,397 00	-
Beverly, . . . . .	251	9-13	125 00	40 00	15,000 00	-	800 00	-	3,000 00	180 00	-
Boxford, . . . . .	40	8	50 00	32 50	1,200 00	-	195 00	-	3,937 00	156 22	149 58
Bradford, . . . . .	79	9-17	151 93	41 06	5,500 00	-	-	-	-	-	-
Danvers, . . . . .	178	9	109 00	36 00	11,000 00	-	554 50	-	-	-	328 70
Essex, . . . . .	69-15	7-15	-	35 63	2,500 00	-	145 50	\$125 00	-	-	-
Georgetown, . . . . .	90	9	111 11	38 00	3,900 00	-	175 00	-	-	-	109 00
Gloucester, . . . . .	297-15	9-4	143 69	33 08	34,400 00	200 00	2,510 08	2,500 00	-	-	-
Groveland, . . . . .	56	9-6	-	38 00	2,268 00	-	100 00	-	-	-	-
Hamilton, . . . . .	30-5	7-16	56 66	29 91	1,000 00	-	57 50	-	-	-	54 35
Haverhill, . . . . .	491	9-9	150 00	55 00	38,000 00	-	950 00	-	-	-	1,437 71
Ipswich, . . . . .	119	9	80 00	31 00	5,400 00	-	155 00	-	14,000 00	650 00	1,437 71
Lawrence, . . . . .	580	10	191 25	53 60	56,314 85	-	1,910 00	1,750 00	-	-	1,069 58
Lynn, . . . . .	559	9-13	216 66	59 32	80,729 66	-	1,579 92	-	-	-	-
Lynnfield, . . . . .	37-12	9-8	-	36 00	1,500 00	-	94 65	-	-	-	55 95
Manchester, . . . . .	74	9-5	80 00	31 85	2,900 00	-	250 00	-	-	-	-
Marblehead, . . . . .	196	10-15	120 83	30 39	13,000 00	200 00	96 00	-	7,050 00	613 00	356 42
Methuen, . . . . .	125-6	8-19	111 11	36 11	6,100 00	-	283 00	-	-	-	807 71
Middleton, . . . . .	38-5	7-13	-	35 00	1,500 00	-	55 31	-	-	-	60 41
Nahant, . . . . .	21	11-5	100 00	45 00	2,500 00	-	99 50	-	-	-	-
Newbury, . . . . .	48	8	85 00	29 00	1,800 00	-	75 00	-	20,000 00	1,200 00	59 32
Newburyport, . . . . .	350	10	118 03	33 33	26,000 00	-	300 00	-	65,000 00	3,900 00	-

	181	9-8	\$112 82	\$33 17	\$6,800 00	\$127 00	\$230 00	-	\$200 00	\$12 00	\$486 24
North Andover, . .	200-5	10-5	143 90	43 03	23,800 00	-	580 00	-	6,000 00	480 00	-
Peabody, . . . .	93-5	8-5	60 00	33 59	5,400 00	-	426 00	-	-	-	-
Rockport, . . . .	36-7	7-5	60 00	25 00	1,450 00	100 00	82 52	-	-	-	-
Rowley, . . . . .	690	10-10	141 50	50 78	57,839 63	-	1,057 63	2,500 00	4,000 00	200 00	1,410 50
Salem, . . . . .	158	8-2	75 00	34 00	6,000 00	-	400 00	350 00	-	-	162 35
Salisbury, . . . .	98-2	9-17	-	36 60	5,000 00	-	175 00	-	-	-	-
Saugus, . . . . .	75-5	10-15	111 62	41 08	6,000 00	-	205 00	-	-	-	-
Swampscott, . . .	39-5	7-17	54 20	35 20	1,500 00	37 00	-	-	-	-	74 00
Topsfield, . . . .	42-10	8-10	50 00	32 87	1,600 00	-	81 00	-	-	-	-
Wenham, . . . . .	88	8	-	42 92	3,567 61	-	182 00	150 00	-	-	-
West Newbury, . .											
Total, . . . . .	9-8	-	\$106 23	\$37 49	\$449,019 75	\$904 00	\$14,119 11	\$7,375 00	\$274,445 00	\$15,788 22	\$6,596 37

## ESSEX COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable Janu-ary 26, 1878.	How much of said Fund was used for apparatus and books of reference.		
	Number.	How supported.	Length.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.	
			Months.	Days.										
Amesbury, . .	1	Taxation,	9-15		\$900 00	1	2	318	\$12,087 00	5	26	\$232 25	\$270 59	\$80 00
Andover, . .	1	Taxation,	10		1,500 00					3	20	360 00	244 09	-
Beverly, . .	1	Taxation,	10		1,500 00					2	45	550 00	351 35	-
Boxford, . .	1	-	-		-					2	22	1,500 00	130 32	-
Bradford, . .	1	Taxation,	10		1,500 00	1	1	142	11,667 00	-	-	-	176 94	35 99
Danvers, . .	1	Taxation,	10		1,500 00					1	20	350 00	327 17	100 00
Essex, . .	1	-	-		-					-	-	-	168 50	-
Georgetown, .	1	Taxation,	9		1,000 00					-	-	-	180 76	50 00
Gloucester, .	1	Taxation,	10-5		2,000 00					1	38	896 00	706 49	92 20
Groveland, . .	-	-	-		-	1				1	30	125 00	170 22	-
Hamilton, . .	-	-	-		-					-	-	-	125 14	-
Haverhill, . .	1	Taxation,	10		2,000 00					2	75	1,000 00	569 50	-
Ipswich, . .	1	Taxation,	10		1,200 00					2	65	1,500 00	204 96	-
Lawrence, . .	1	Taxation,	10		3,000 00					2	1,000*	-	1,031 70	-
Lynn, . .	1	Taxation,	10		2,400 00					8	315	8,616 00	1,330 75	-
Lynnfield, . .	-	-	-		-					-	-	-	125 50	-
Manchester, .	1	Taxation,	9-5		740 00					-	-	-	154 10	-
Marblehead, .	1	Taxation,	10-15		1,500 00	1	1	7		2	75	500 00	407 09	-
Methuen, . .	1	Taxation,	9		1,200 00					-	-	-	206 46	-
Middleton, . .	-	-	-		-					-	-	-	140 67	-
Milford, . .	-	-	-		-					-	-	-	116 69	-
Milford, . .	-	-	-		-	1	1	21	276 00	-	-	-	136 31	-
Newbury, . .	-	-	-		-					-	-	-	590 60	-
Newburyport, .	1	Taxation,	10		2,000 00	1	1	75		9	125	750 00		-

North Andover, . . .	1	Taxation, 10	\$1,200 00	-	-	-	-	-	-	\$208 05	-
Peabody, . . .	1	Taxation, 10-5	1,800 00	-	-	-	-	-	-	380 14	-
Rockport, . . .	1	Taxation, 9	600 00	-	-	-	-	-	-	242 94	-
Rowley, . . .	-	-	-	-	-	-	-	-	-	138 95	\$15 00
Salisbury, . . .	1	Taxation, 10-10	2,500 00	-	-	-	-	-	-	1,139 91	-
Salem, . . .	1	Taxation, 10	1,000 00	-	-	-	-	-	-	249 28	-
Saugus, . . .	1	Taxation, 10	500 00	-	-	-	-	-	-	188 45	-
Swampscott, . . .	-	-	-	-	-	-	-	-	-	170 02	-
Topsfield, . . .	-	-	-	-	-	-	-	-	-	145 87	-
Wenham, . . .	-	-	-	-	-	-	-	-	-	132 24	-
West Newbury, . . .	-	-	-	-	-	-	-	-	-	180 40	-
Total, . . .	21	-	\$31,340 00	7	556	\$24,030 00	72	3,288	\$33,839 25	\$11,035 95	\$373 19

\* Mostly Catholics.

## FRANKLIN COUNTY.

TOWNS.	Population—U. S. Cen- sus, 1870.	Valuation—1872.	No. of Schools.	Amount expended in 1872 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1872.	No. of different Scholars in Public Schools dur- ing the School-year.	Avg. attendance in all the Pub. Schools dur- ing the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age, May 1, 1872.	No. of different persons employ- ed as Teachers in Pub. Schools.	
											Males.	Fem.
Ashfield, . . . . .	1,180	\$558,337 62	14	—	—	213	163	4	45	215	2	21
Barnardston, . . . . .	961	478,234 80	6	\$1,900 00	\$26 61	135	102	1	16	155	2	10
Buckland, . . . . .	1,946	602,238 16	8	—	60 00	445	259	3	34	415	1	14
Charlemont, . . . . .	1,005	397,298 44	9	—	193 00	203	165	3	58	204	4	12
Coleraine, . . . . .	1,742	729,502 68	12	—	50 00	340	253	30	74	324	2	17
Conway, . . . . .	1,460	869,061 87	14	—	740 00	322	220	9	50	305	2	22
Deerfield, . . . . .	3,632	1,464,055 28	17	—	147 62	695	478	11	94	686	3	26
Erving, . . . . .	579	260,911 42	5	—	—	175	108	2	21	117	—	9
Gill, . . . . .	653	481,482 11	6	—	58 00	136	94	5	32	131	1	8
Greenfield, . . . . .	3,589	2,475,857 02	14	20,000 00	200 00	576	432	11	68	648	2	27
Hawley, . . . . .	672	171,115 66	8	—	400 00	157	95	3	25	124	2	11
Heath, . . . . .	613	312,175 72	7	—	—	157	106	7	35	118	1	10
Leverett, . . . . .	877	370,054 70	7	—	700 00	175	120	9	23	143	2	11
Leyden, . . . . .	518	251,343 33	5	—	750 00	98	79	1	17	95	4	5
Monroe, . . . . .	201	63,609 96	2	—	20 00	53	35	5	5	42	—	4
Montague, . . . . .	2,224	1,007,781 91	16	1,212 23	324 44	558	390	20	91	592	4	25
New Salem, . . . . .	987	349,997 66	8	—	40 00	213	112	7	12	162	2	15
Northfield, . . . . .	1,720	789,612 10	12	600 00	300 00	348	260	6	36	340	3	18
Orange, . . . . .	2,091	1,122,926 29	16	—	—	431	319	11	62	394	2	22
Rowe, . . . . .	581	184,585 28	7	—	1,732 95	159	104	2	27	142	2	9
Shelburne, . . . . .	1,582	1,066,305 18	11	—	75 00	387	264	7	90	241	4	17
Shutesbury, . . . . .	614	209,984 00	7	—	281 00	123	90	4	10	118	2	9
Sunderland, . . . . .	832	465,132 06	6	—	57 91	210	133	4	42	160	—	8

Warwick, . . .	769	\$258,329 35	9	-	\$400 00	144	114	9	22	123	1	14
Wendell, . . .	539	206,909 42	5	-	50 00	88	57	2	8	80	-	6
Whately, . . .	1,068	802,511 69	6	-	25 00	213	144	6	6	225	-	13
Total, . . .	32,635	\$15,949,353 71	237	\$23,112 23	\$6,631 53	6,754	4,696	182	1,003	6,299	48	362

## HAMPDEN COUNTY.

Agawam, . . .	2,001	\$965,323 95	10	\$800 00	\$256 58	398	228	10	21	408	-	16
Blandford, . . .	1,026	586,872 12	13	-	20 00	248	157	12	29	201	-	21
Brimfield, . . .	1,286	717,093 08	9	-	52 50	270	149	10	16	244	1	14
Chester, . . .	1,253	496,540 46	10	1,645 68	77 21	271	192	3	39	255	3	15
Chicopee, . . .	9,607	4,379,262 85	25	1,500 00	2,318 59	1,691	991	7	82	2,118	4	36
Granville, . . .	1,293	480,283 41	12	1,400 00	120 00	355	200	2	31	340	1	17
Holland, . . .	344	145,605 88	4	-	-	98	68	3	16	82	2	4
Holyoke, . . .	10,733	6,261,712 49	27	-	374 49	1,424	976	19	93	2,318	4	36
Longmeadow, . . .	1,342	1,209,609 84	10	1,871 46	218 69	324	196	11	46	261	2	14
Ludlow, . . .	1,138	485,955 30	9	1,500 00	50 00	196	143	6	31	238	1	16
Monson, . . .	3,204	1,393,765 94	17	-	-	618	349	13	52	549	2	26
Montgomery, . . .	318	158,231 00	5	-	-	71	43	5	11	59	-	10
Palmer, . . .	3,631	1,412,195 71	16	-	276 63	848	398	20	69	790	3	20
Russell, . . .	635	283,149 66	6	1,375 00	-	186	97	9	7	150	-	9
Southwick, . . .	1,100	729,392 87	10	-	220 00	282	140	10	56	205	2	15
Springfield, . . .	26,703	29,500,151 56	90	17,202 23	5,086 27	4,853	3,378	19	281	4,331	12	118
Tolland, . . .	509	302,583 66	6	-	-	93	89	4	9	118	-	9
Wales, . . .	831	373,372 12	5	-	48 85	161	101	5	20	135	1	8
Westfield, . . .	6,519	5,163,947 03	28	40,000 00	435 00	1,309	981	17	139	1,220	4	41
West Springfield, . . .	2,606	2,161,000 48	16	-	1,043 41	690	388	6	39	577	1	23
Wilbraham, . . .	2,330	883,278 57	13	1,225 00	-	477	292	18	34	893	-	22
Total, . . .	78,409	\$58,039,727 97	341	\$68,519 37	\$10,598 22	14,813	9,546	209	1,121	14,992	43	490



FRANKLIN COUNTY—CONTINUED.

No.	Age Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per mth, including the Value of Board.		Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1872-73.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of Superintendence and printing School Reports.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.	Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs.
			Males.	Females.							
1.	88-8	6-6	\$30 00	\$23 16	\$1,500 00	\$543 00	\$85 00	—	\$933 33	\$56 00	\$25 00
2.	41-1	6-17	38 50	31 84	1,000 00	—	78 00	—	10,716 67	1,250 17	56 32
3.	48	6	32 00	30 00	1,500 00	—	108 00	—	914 96	54 89	87 09
4.	57-12	6-8	36 40	26 88	1,500 00	78 00	119 00	—	800 00	48 00	44 84
5.	76-10	6-7	30 00	26 00	2,000 00	150 00	90 00	—	—	—	—
6.	91	6-10	65 00	27 00	2,950 00	350 00	149 85	—	—	—	159 48
7.	127	8	90 00	34 60	5,210 29	131 84	238 40	—	12,000 00	720 00	—
8.	36-1	7-4	—	30 93	1,000 00	32 00	58 05	—	—	—	73 28
9.	37	6-4	44 00	28 36	800 00	449 00	44 00	—	—	—	—
10.	118-8	8-11	125 00	39 64	7,500 00	50 00	244 37	—	—	—	—
11.	48	6	27 00	24 00	1,000 00	24 00	48 00	—	495 50	23 73	—
12.	42	6	38 00	25 81	1,900 00	26 50	50 85	—	—	—	—
13.	46-10	6-13	31 00	22 75	1,000 00	50 00	60 00	—	—	—	52 56
14.	32-15	6-8	33 33	19 30	600 00	—	25 00	—	—	—	—
15.	15	7-10	—	22 00	250 00	—	24 50	—	—	—	—
16.	121-10	7-13	59 00	32 00	5,000 00	—	114 00	—	—	—	—
17.	50-10	6-3	35 50	23 86	1,250 00	—	71 00	—	8,000 00	560 00	38 00
18.	86-10	6-13	42 67	27 75	2,500 00	—	105 00	—	—	66 00	—
19.	105-8	6-12	56 33	26 49	3,800 00	—	179 15	—	—	—	—
20.	42	6	32 33	25 00	1,000 00	—	50 25	—	200 00	12 00	63 55
21.	—	—	55 00	34 60	3,500 00	125 00	250 00	—	—	—	—
22.	—	—	—	30 82	1,800 00	—	51 00	—	277 00	16 62	31 13
23.	—	—	—	—	—	—	132 00	—	—	—	—

Warwick, . . .	63-15	7-1	\$24 00	\$24 00	\$1,200 00	\$25 00	\$90 00	\$500 00	\$90 00	-
Wendell, . . .	26-15	6-14	-	-	900 00	-	45 00	540 00	41 00	\$80 45
Whately, . . .	48-5	8	-	-	1,500 00	-	75 00	-	-	-
Total, . . .	6-17	-	\$45 50	\$27 76	\$53,380 29	\$2,084 84	\$2,585 42	\$35,377 46	\$2,878 41	\$711 70

HAMPDEN COUNTY—CONTINUED.

Agawam, . . .	79	7-18	-	\$32 22	\$2,500 00	\$110 00	\$75 00	-	\$2,500 00	\$150 00	-	\$106 06
Blandford, . . .	76-15	6-8	-	25 00	1,200 00	579 00	72 00	-	64,000 00	4,000 00	-	-
Brimfield, . . .	54-7	6-18	\$30 00	28 44	1,800 00	-	108 00	-	600 00	35 59	-	-
Chester, . . .	68-10	6-17	40 00	26 00	1,900 00	65 00	73 00	-	-	-	-	-
Chicopee, . . .	250	10	150 00	42 41	23,300 00	-	625 00	-	-	-	-	-
Granville, . . .	74-10	6-4	48-18	31 46	1,800 00	20 00	45 00	-	-	-	-	-
Holland, . . .	24	6	32 50	21 50	500 00	-	34 00	-	222 22	13 38	-	50 03
Holyoke, . . .	270	10	116 66	37 44	20,000 00	-	1,105 00	1,600 00	-	-	-	-
Longmeadow, . . .	78-7	7-4	50 00	39 43	3,000 00	-	186 50	-	1,131 00	75 17	-	130 08
Ludlow, . . .	55-7	6-3	45 00	26 78	1,600 00	-	86 00	-	-	-	-	-
Monson, . . .	129-7	8-14	120 00	42 02	4,800 00	-	259 50	-	25,500 00	2,040 00	-	-
Montgomery, . . .	29-17	6	-	23 40	600 00	90 00	28 37	-	-	-	-	52 03
Palmer, . . .	129-12	8-12	54 32	35 28	5,000 00	-	357 00	-	850 00	57 88	-	312 73
Russell, . . .	35-15	6	-	24 76	800 00	-	12 00	-	-	-	-	-
Southwick, . . .	75-10	7-11	80 00	28 98	1,400 00	-	146 00	-	15,618 01	967 32	-	137 58
Springfield, . . .	900	10	183 00	50 57	87,273 13	-	3,100 00	3,000 00	-	-	-	-
Tolland, . . .	28-10	4-15	-	24 60	500 00	172 75	27 00	-	-	-	-	54 43
Wales, . . .	30-10	6	34 00	28 60	800 00	-	52 00	-	-	-	-	88 55
Westfield, . . .	253	9	141 66	47 26	17,970 25	-	650 00	-	45,000 00	2,700 00	-	626 40
W. Springfield, . . .	152	9-15	60 00	37 64	6,100 00	-	152 50	-	14,647 54	849 00	-	335 70
Wilbraham, . . .	107-10	8	-	24 70	2,500 00	310 00	191 12	-	1,705 25	102 31	-	570 60
Total, . . .	8-10	-	\$79 02	\$32 31	\$185,343 38	\$1,346 75	\$7,384 99	\$4,660 00	171,774 02	\$10,990 60	\$2,464 19	-

## FRANKLIN COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.				INCOMP. ACADEMIES.				UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.				Town's share of School Fund, payable January 25, 1873.	How much of said Fund was used for apparatus and books of reference.
	Number.	How supported.	Length.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.			
			Months.	Days.										
Ashfield, . . . . .	1	In part Tax,	8-10		\$1,800 00	1	25	\$125 00	1	1	-	\$133 39	-	-
Barnardston, . . . . .	1	-	-		-	-	-	-	3	82	\$140 00	133 20	-	-
Buckland, . . . . .	1	-	-		-	-	-	-	1	18	60 00	175 02	-	-
Charlemont, . . . . .	1	-	-		-	-	-	-	1	25	100 00	139 15	\$3 85	14 00
Coleraine, . . . . .	1	Taxation,	6		700 00	-	-	-	-	-	-	163 32	-	-
Conway, . . . . .	2	Taxation,	{ 9-10 7-15		{ 1,100 00 500 00	{ 1 1	9	216 00	-	-	-	159 48	-	-
Deerfield, . . . . .	1	-	-		-	-	-	-	1	20	100 00	227 40	55 11	-
Erving, . . . . .	1	-	-		-	-	-	-	3	80	3,000 00	124 76	-	-
Gill, . . . . .	1	Taxation,	9-10		1,256 00	-	-	-	-	-	-	121 88	-	-
Greenfield, . . . . .	1	-	-		-	-	-	-	-	-	-	225 86	-	-
Hawley, . . . . .	1	-	-		-	-	-	-	-	-	-	126 29	-	-
Heath, . . . . .	1	-	-		-	-	-	-	-	-	-	123 60	-	-
Leverett, . . . . .	1	-	-		-	-	-	-	-	-	-	126 10	-	-
Leyden, . . . . .	1	-	-		-	-	-	-	-	-	-	117 85	-	-
Monroe, . . . . .	1	Taxation,	9		900 00	1	38	500 00	-	-	-	107 10	-	-
Montague, . . . . .	1	-	-		-	-	-	-	-	-	-	209 74	29 00	-
New Salem, . . . . .	1	-	-		-	-	-	-	-	25	800 00	132 62	-	-
Northfield, . . . . .	1	Taxation,	9		780 00	1	-	-	1	-	-	168 66	-	-
Orange, . . . . .	1	-	-		-	-	-	-	-	-	-	177 13	-	-
Rowe, . . . . .	1	In part Tax,	8-5		725 00	1	-	-	-	15	50 00	134 15	20 00	-
Shelburne, . . . . .	1	-	-		-	-	-	-	-	-	-	158 31	-	-
Shutesbury, . . . . .	1	-	-		-	-	-	-	1	-	-	124 97	-	-
Sunderland, . . . . .	1	-	-		-	-	-	-	-	-	-	132 79	20 00	-

Warwick, . . .	-	-	-	-	-	-	-	-	-	126 47	-
Wendell, . . .	-	-	-	-	-	-	-	-	-	115 16	-
Whately, . . .	-	-	-	-	-	-	-	-	31	210 00	-
Total, . . .	8	-	-	-	-	72	4	72	841 00	4,460 00	141 96

## HAMPTDEN COUNTY—CONCLUDED.

Agawan, . . .	-	-	-	-	-	-	-	-	-	-	165 05	-
Blandford, . . .	-	-	-	-	-	-	-	-	-	-	188 98	-
Brimfield, . . .	1	Endowment,	10	-	-	-	-	-	-	-	148 73	\$11 00
Chester, . . .	-	-	-	-	-	-	-	-	-	125 00	149 11	-
Chicopee, . . .	2	Taxation,	10*	-	-	-	-	-	3†	375 00	467 81	113 24
Granville, . . .	-	-	-	-	-	-	-	-	2	25 00	164 47	-
Holland, . . .	-	-	-	-	-	-	-	-	7	-	116 12	-
Holyoke, . . .	1	Taxation,	10	-	-	-	-	-	2	200 00	451 77	193 94
Longmeadow, . . .	-	-	-	-	-	-	-	-	-	-	150 84	-
Ludlow, . . .	-	-	-	-	-	-	-	-	-	-	145 09	-
Monson, . . .	1	Taxation,	10	-	-	75	1	75	3	450 00	206 86	-
Montgomery, . . .	-	-	-	-	-	-	-	-	-	-	114 03	-
Palmer, . . .	1	Taxation,	9	-	-	566 67	-	-	-	-	252 84	-
Russell, . . .	-	-	-	-	-	-	-	-	-	-	124 95	-
Southwick, . . .	-	-	-	-	-	-	-	-	-	-	146 81	15 00
Springfield, . . .	1	Taxation,	10	-	-	2,500 00	-	-	15	11,000 00	899 51	465 00
Tolland, . . .	-	-	-	-	-	-	-	-	-	-	120 15	-
Wales, . . .	-	-	-	-	-	-	-	-	-	-	125 91	-
Westfield, . . .	1	Taxation,	10	-	-	2,000 00	-	-	3	1,500 00	323 72	-
West Springfield, . . .	1	Taxation,	9-15	-	-	800 00	-	-	1	120 00	205 90	46 57
Wilbraham, . . .	-	-	-	-	-	-	1	325	1	300 00	162 18	-
Total, . . .	9	-	-	-	-	13,966 67	2	400	32	13,995 00	4,780 28	844 75

\* Each.

† One—Convent School with 400 pupils—tuition free.

## HAMPSHIRE COUNTY.

TOWNS.	Population—U. S. Census, 1870.	Valuation—1872.	No. of Schools.	Amount expended in 1872 for Erecting School-Houses.	Amount paid for Re-pairing, &c., in 1872.	No. of different Scholars in Public Schools during the School-year.	Avg. attendance in all the Pub. Schools during the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1872.	No. of different persons employed as Teachers in Pub. Schools.	
											Males.	Fem.
Amherst, .	4,035	\$3,324,202 76	18	—	\$1,456 06	849	571	6	193	681	2	30
Belchertown, .	2,428	1,132,103 19	17	—	100 00	571	369	10	82	467	9	19
Chesterfield, .	811	405,371 16	9	\$1,077 91	—	159	100	7	25	134	3	10
Cummington, .	1,037	391,155 65	10	—	365 00	191	159	10	36	193	1	14
Easthampton, .	3,620	2,955,277 21	16	1,395 05	255 04	840	454	1	60	864	1	24
Enfield, .	1,023	716,497 09	8	—	—	182	141	—	7	180	1	12
Goshen, .	368	150,824 50	4	—	8 00	76	45	2	13	70	—	6
Granby, .	863	546,724 41	9	—	150 00	187	158	5	32	145	1	10
Greenwich, .	665	306,966 73	7	—	—	100	77	2	18	107	2	11
Hadley, .	2,301	1,480,119 87	13	—	61 06	540	336	19	29	476	—	24
Hatfield, .	1,594	1,517,664 78	8	—	200 00	288	218	6	29	291	—	15
Huntington, .	1,156	562,987 01	8	—	229 36	245	171	3	37	195	—	16
Middlefield, .	728	425,139 66	7	1,500 00	282 26	186	120	4	20	161	2	10
Northampton, .	10,160	7,349,272 04	52	—	2,192 00	2,332	1,509	—	279	2,139	5	62
Pelham, .	673	203,607 00	4	325 00	273 31	139	93	5	—	134	—	7
Plainfield, .	521	278,990 75	6	—	327 72	116	79	5	21	76	1	9
Prescott, .	541	217,396 88	5	—	299 75	102	74	6	16	93	2	7
South Hadley, .	2,840	1,960,330 07	12	—	500 00	551	436	5	61	534	2	18
Southampton, .	1,159	588,242 98	8	—	—	228	124	5	38	214	1	15
Ware, .	4,259	1,759,527 89	21	—	480 00	931	530	9	112	1,018	4	28
Westhampton, .	587	443,460 82	6	—	25 00	149	108	4	19	134	1	11

1874.]

## PUBLIC DOCUMENT—No. 2.

xxvii

Williamsburg,	2,159	\$1,535,881 78	14	-	\$650 00	565	383	6	50	514	2	28
Worthington,	860	373,670 88	11	-	80 00	175	122	5	33	153	1	17
Total, . .	44,388	\$28,725,415 06	273	\$4,297 96	\$7,904 56	9,702	6,377	125	1,210	8,973	40	898

## HAMPSHIRE COUNTY—CONTINUED.

TOWNS.	Agg'te Length of Public Schools for the Year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per m'th, including the Value of Board.		Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1872-73.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expenses of Superintendence and printing School Reports.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.	Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs.
			Males.	Females.							
Amherst, . . . . .	151-5	8-8	\$164 78	\$36 00	\$9,200 00	-	\$1,920 00	\$1,700 00	\$5,000 00	\$300 00	\$210 85
Belchertown, . . . . .	106	6-5	49 00	32 00	5,000 00	-	200 00	-	-	-	112 31
Chesterfield, . . . . .	58-11	6-10	32 08	22 00	1,000 00	\$525 00	50 00	-	1,100 00	71 00	-
Cummington, . . . . .	60-11	6-1	41 33	23 90	1,000 00	400 00	78 00	-	-	-	59 07
Easthampton, . . . . .	142	8-18	30 00	40 06	6,000 00	-	200 00	-	270,000 00	9,000 00	159 63
Enfield, . . . . .	48-5	6	-	28 12	1,300 00	-	57 75	-	-	-	88 61
Goshen, . . . . .	26	6-10	-	24 38	500 00	206 75	30 00	-	-	-	-
Granby, . . . . .	60-10	6-14	47 00	28 00	1,550 00	-	68 00	-	-	-	96 00
Greenwich, . . . . .	42	6	35 20	26 80	1,000 00	-	63 75	-	500 00	30 00	-
Hadley, . . . . .	101	7-15	-	29 64	3,500 00	-	166 00	-	30,700 68	2,278 81	-
Hatfield, . . . . .	62-12	8-4	-	35 50	3,000 00	-	100 00	-	40,000 00	2,800 00	-
Huntington, . . . . .	56	7	-	30 00	1,500 00	40 00	85 00	75 00	-	-	76 97
Middlefield, . . . . .	45	6-9	28 00	24 60	1,050 00	-	61 53	-	-	-	88 42
Northampton, . . . . .	469	9	106 00	39 85	26,596 10	-	2,650 00	2,000 00	2,906 87	164 59	-
Pelham, . . . . .	30	7-10	-	31 00	1,000 00	-	100 50	88 50	-	-	-
Plainfield, . . . . .	36	6	42 00	27 37	800 00	-	60 00	-	-	-	36 35
Prescott, . . . . .	30	6	36 17	23 95	800 00	-	54 75	-	-	-	22 87
South Hadley, . . . . .	102-5	8-10	144 00	88 30	7,000 00	-	65 00	-	2,000 00	140 00	214 48
Southampton, . . . . .	60	7-10	24 00	30 74	1,800 00	-	70 75	-	1,775 00	124 25	88 61
Ware, . . . . .	156-10	7-11	82 94	32 40	7,000 00	-	486 00	-	-	-	210 52
Westhampton, . . . . .	46-15	7-16	28 00	29 13	1,400 00	-	81 00	-	-	-	45 77

Williamsburg.	118-10	8-1	\$41 00	\$37 71	\$3,000 00	-	\$270 00	-	\$20,400 00	\$2,000 00	\$163 58
Worthington,	68	6-3	37 00	28 00	800 00	\$822 00	55 00	-	4,400 00	321 41	-
Total, . .	7-12	-	\$56 97	\$90 41	\$85,346 10	\$1,993 75	\$6,973 03	\$3,863 50	\$78,782 55	\$17,230 06	\$1,669 04







## MIDDLESEX COUNTY.

TOWNS.	Population—U. S. Census, 1870.	Valuation—1872.	No. of Schools.	Amount expended in 1872 for erecting School-Houses.	Amount paid for Rent, pairing, &c., in 1872.	No. of different Scholars in Public Schools during the School-year.	Avg. attendance in all the Pub. Schools during the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1872.	No. of different persons employed as Teachers in Pub. Schools.	
											Males.	Fem.
Acton, . . . . .	1,593	\$1,037,827 04	9	\$14,251 00	\$50 00	307	272	7	60	292	1	12
Arlington, . . . . .	3,261	3,968,954 00	13	-	391 67	674	539	-	56	699	4	12
Ashby, . . . . .	994	538,289 02	10	-	-	221	160	12	49	190	1	14
Ashland, . . . . .	2,186	1,149,051 92	12	-	49 18	525	350	4	45	444	1	17
Ayer, . . . . .	-	897,098 96	7	5,000 00	87 74	443	293	12	41	350	2	9
Bedford, . . . . .	849	555,862 26	6	-	58 43	181	115	2	13	187	-	10
Belmont, . . . . .	1,513	2,617,009 39	8	-	2,146 24	323	261	3	17	314	1	10
Billerica, . . . . .	1,833	1,565,065 74	9	-	1,249 83	360	294	9	22	394	1	12
Boxborough, . . . . .	338	267,586 66	4	-	132 11	94	75	-	23	79	2	6
Brighton, . . . . .	4,967	7,137,224 78	19	12,737 72	2,922 31	887	743	1	61	998	3	20
Burlington, . . . . .	626	474,776 95	5	-	23 30	101	76	5	9	93	-	5
Cambridge, . . . . .	39,634	45,646,076 22	27	65,385 74	8,210 53	9,015	5,930	-	550	8,260	16	168
Cambridge, . . . . .	569	373,391 29	5	637 30	-	87	62	3	-	83	-	8
Charlestown, . . . . .	28,323	28,314,873 65	48	33,630 96	11,788 34	6,250	4,486	-	399	6,310	16	118
Chelmsford, . . . . .	2,374	1,764,033 18	14	-	-	569	333	10	54	479	2	16
Concord, . . . . .	2,412	2,864,666 82	12	-	744 80	533	341	8	57	482	2	17
Dracut, . . . . .	2,078	1,891,920 72	13	-	720 00	470	292	8	47	325	1	16
Dunstable, . . . . .	471	326,185 22	5	-	-	99	71	4	12	96	-	8
Everett, . . . . .	2,220	2,107,796 48	11	-	931 54	575	428	-	26	541	1	12
Framingham, . . . . .	4,968	3,897,847 34	20	-	2,110 00	940	689	5	86	865	2	33
Groton, . . . . .	3,584	1,743,460 08	12	2,045 94	24 00	454	273	13	42	373	2	17
Holliston, . . . . .	3,073	1,867,291 57	14	2,000 00	50 00	628	469	13	56	678	3	21
Hopkinton, . . . . .	4,419	2,079,368 55	23	-	800 00	1,108	891	25	64	1,098	2	30
Hudson, . . . . .	3,389	1,296,966 72	13	-	211 36	779	557	6	90	780	1	16

Lexington,	2,377	\$2,249,651 97	11	-	\$800 00	450	967	9	26	363	5	14
Lincoln,	791	700,779 78	5	-	129 06	174	105	4	17	135	-	8
Littleton,	983	755,831 16	7	\$3,077 88	-	269	248	24	29	203	1	10
Lowell,	40,928	27,811,128 12	64	\$3,850 00	3,684 00	7,261	4,560	-	525	6,299	14	118
Malden,	7,367	6,372,237 44	31	37,340 24	2,526 79	1,452	1,285	-	138	1,603	5	42
Marlborough,	8,474	2,699,682 30	32	-	550 00	1,892	1,302	21	43	2,215	4	40
Maynard,	-	916,118 50	7	-	-	531	265	2	40	431	3	8
Medford,	5,717	6,263,456 43	20	-	3,269 45	1,063	865	-	108	1,080	7	22
Melrose,	3,414	2,627,733 75	14	3,000 00	-	692	624	-	118	626	2	15
Natick,	6,404	2,932,489 58	28	-	2,445 00	1,168	1,096	11	58	1,403	5	42
Newton,	12,525	19,244,632 61	57	\$3,243 00	8,504 00	3,084	2,096	14	300	2,525	10	66
North Reading,	942	531,633 64	6	-	241 73	205	102	11	14	163	-	12
Pepperell,	1,842	1,171,801 73	10	-	675 00	331	243	5	47	325	3	12
Reading,	2,664	1,702,763 48	14	-	1,150 00	547	480	7	87	532	1	22
Sherborn,	1,062	984,136 41	6	-	30 00	201	123	2	31	160	1	8
Shirley,	1,451	927,209 84	9	-	194 11	289	183	7	41	258	3	12
Somerville,	14,685	18,372,478 79	59	-	4,942 00	3,189	2,598	-	230	2,932	8	64
Stonham,	4,513	2,104,304 51	17	4,059 00	-	864	701	5	91	914	1	19
Stow,	1,813	777,846 50	6	-	23 00	206	151	6	33	213	-	8
Sudbury,	2,091	1,035,945 50	7	-	1,050 00	288	171	10	62	231	-	10
Tewksbury,	1,944	984,172 58	7	-	80 48	247	153	5	22	204	-	16
Townsend,	1,962	766,804 31	13	-	200 00	394	296	8	70	364	5	17
Tyngsborough,	629	316,817 86	7	-	970 85	150	119	5	82	110	1	10
Wakefield,	4,135	2,963,802 34	16	24,500 00	6,956 56	972	629	2	78	877	1	27
Waltham,	9,065	8,021,324 14	29	-	1,958 32	1,502	1,237	15	103	1,357	6	38
Wakertown,	4,326	4,907,134 30	15	8,683 00	4,544 00	851	620	-	63	884	6	16
Wayland,	1,240	703,298 23	7	-	400 00	229	176	8	20	234	-	11
Westford,	1,803	1,063,516 64	11	3,200 00	33 06	385	210	20	31	240	3	15
Weston,	1,261	1,327,178 64	7	-	378 00	235	159	5	28	180	1	12
Wilmington,	866	513,090 74	6	-	-	180	140	1	33	163	-	9
Winchester,	2,645	3,398,370 13	12	-	1,523 58	564	470	3	83	553	3	13
Woburn,	8,560	7,564,366 26	33	16,000 00	1,500 00	1,873	1,488	-	152	2,047	6	37
Total,	274,363	\$241,090,362 02	892	\$302,641 27	\$81,460 36	58,361	41,262	359	4,652	54,734	169	1,380



	99-16	8-15	1115 88	1936 77	17500 00	-	1975 00	-	11200 21	159 28	-	620 26
Lexington, . .	40-6	8-1	-	42 00	1,700 00	-	45 68	-	-	-	-	-
Lincoln, . .	52-19	7-12	88 00	34 25	2,000 00	-	121 50	-	-	-	-	-
Littletown, . .	626-10	10	172 70	54 85	105,330 00	-	2,867 88	-	-	-	-	-
Lowell, . .	309	9-18	127 50	53 28	26,000 00	-	897 55	-	-	-	-	-
Malden, . .	292-10	9-3	180-74	41 20	20,000 00	-	421 50	-	2,440 00	146 40	-	-
Marlborough, . .	57	9	71 94	41 00	3,000 00	-	120 00	-	-	-	-	-
Maynard, . .	210	10-10	144 00	48 50	21,610 66	-	560 00	-	-	-	-	-
Medford, . .	140	10	165 00	58 00	13,000 00	-	383 00	-	-	-	-	-
Melrose, . .	234	8-7	180 18	43 00	14,000 00	-	975 00	-	-	-	-	-
Natick, . .	570	10	199 50	60 00	61,000 00	-	4,450 00	-	-	-	-	620 26
Newton, . .	47-15	7-19	-	32 13	1,500 00	500 00	87 40	-	-	-	-	-
North Reading, . .	60	6	44 38	30 38	2,500 00	-	101 00	-	-	-	-	-
Pepperell, . .	125	8-19	200 00	38 25	8,000 00	375 00	250 00	-	-	-	-	-
Reading, . .	49-10	8-5	87 50	35 78	2,000 00	-	187 00	-	5,000 00	300 00	-	-
Sherborn, . .	64-2	7	35 00	34 38	2,000 00	-	193 90	-	7,565 00	453 90	-	277 00
Shirley, . .	596	10-10	176 85	57 04	53,684 83	-	2,000 00	-	-	-	-	-
Somerville, . .	156-14	9-4	208 33	46 92	13,500 00	-	500 00	-	-	-	-	-
Stoneham, . .	54	9	-	38 96	1,900 00	-	130 00	-	11,100 00	555 00	-	184 00
Stow, . .	56-10	8-1	-	37 56	2,350 00	-	158 25	-	1,000 00	60 00	-	-
Sudbury, . .	64	9-3	-	31 48	2,000 00	-	148 25	-	-	-	-	115 37
Tewksbury, . .	78-10	6	65 00	32 00	3,000 00	-	155 00	-	3,909 35	179 98	-	-
Townsend, . .	43-15	6-5	50 00	26 08	1,050 00	-	121 00	-	-	-	-	-
Tyngsborough, . .	151-5	9-10	160 00	41 94	9,200 00	-	290 00	-	-	-	-	-
Wakefield, . .	283	9-15	165 00	53 25	26,999 34	-	730 00	-	-	-	-	-
Waltham, . .	143	9-16	140 00	54 41	20,000 00	-	250 00	-	-	-	-	-
Watertown, . .	57	8-1	-	36 40	2,275 00	-	140 00	-	200 00	12 00	-	95 01
Wayland, . .	82	7-14	45 00	32 00	2,500 00	-	125 00	-	30,000 00	2,100 00	-	173 83
Westford, . .	63	9	183 33	33 33	3,594 00	100 00	178 00	-	-	-	-	-
Weston, . .	43-5	7	-	33 33	1,550 00	-	50 00	-	-	-	-	-
Wilmington, . .	107	8-18	168 72	42 21	9,546 11	-	427 90	-	-	-	-	-
Winchester, . .	302	9-7	145 20	50 00	21,000 00	-	1,527 75	-	20,000 00	1,200 00	-	-
Woburn, . .												
Total, . .	8-19	-	117 85	40 43	853,012 62	1,086 25	30,418 34	17,340 00	176,029 06	11,682 16	2,476 18	

**MIDDLESEX COUNTY—CONCLUDED.**

TOWNS.	HIGH SCHOOLS.				INCCP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1873.	How much of said apparatus and books of reference.	
	Number.	How supported.	Length.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.
			Months.	Days.									
Acton, . . . . .	1	Taxation, . . . . .	10	-	-	-	-	-	1	-	-	\$159 48	-
Arlington, . . . . .	1	Taxation, . . . . .	2-15	\$2,000 00	-	-	-	-	1	-	-	230 66	-
Ashby, . . . . .	1	Taxation, . . . . .	9-12	192 50	-	-	-	-	1	-	-	134 93	-
Ashland, . . . . .	1	Taxation, . . . . .	9-10	1,500 00	-	-	-	-	1	-	-	185 57	-
Ayer, . . . . .	1	Taxation, . . . . .	9-10	1,000 00	-	-	-	-	2	16	\$150 00	173 29	-
Bedford, . . . . .	1	Taxation, . . . . .	10	1,500 00	-	-	-	-	1	10	200 00	131 85	-
Belmont, . . . . .	1	Taxation, . . . . .	10	1,500 00	-	-	-	-	2	12	-	166 98	-
Billerica, . . . . .	1	Taxation, . . . . .	10	1,500 00	-	-	-	-	1	46	-	166 96	-
Boxborough, . . . . .	1	Taxation, . . . . .	9-10	2,000 00	-	-	-	-	2	25	-	114 20	-
Brighton, . . . . .	1	Taxation, . . . . .	10	4,000 00	-	-	-	-	19	543	20,636 00	1,682 35	-
Burlington, . . . . .	1	Taxation, . . . . .	10	4,000 00	-	-	-	-	2	72	2,800 00	117 46	-
Cambridge, . . . . .	1	Taxation, . . . . .	10-10	3,000 00	-	-	-	-	2	-	-	117 46	-
Carlsisle, . . . . .	1	Taxation, . . . . .	6-10	650 00	-	-	-	-	2	-	-	1,358 08	-
Charlestown, . . . . .	2	Taxation, . . . . .	6-10	585 00	-	-	-	-	2	-	-	194 40	-
Chelmsford, . . . . .	1	Taxation, . . . . .	9-10	1,200 00	-	-	-	-	2	13	675 00	180 59	-
Concord, . . . . .	1	Taxation, . . . . .	10	1,600 00	-	-	-	-	2	-	-	190 72	-
Dracut, . . . . .	1	Taxation, . . . . .	10	1,200 00	-	-	-	-	2	-	-	116 70	-
Dunstable, . . . . .	1	Taxation, . . . . .	10	1,550 00	-	-	-	-	2	-	-	196 51	-
Everett, . . . . .	1	Taxation, . . . . .	10	1,550 00	-	-	-	-	2	-	-	254 07	-
Frammingham, . . . . .	1	Taxation, . . . . .	10	1,550 00	-	-	-	-	2	-	-	248 86	-

Hudson,	1	Taxation,	10	\$1,140 00	-	-	-	-	2	00	\$714 80	\$60 00
Lexington,	1	Taxation,	8-15	1,500 00	-	-	-	-	1	15	169 64	25 00
Lincoln,	1	Taxation,	8-5	577 50	-	-	-	-	-	-	125 83	-
Littleton,	1	-	-	-	-	-	-	-	-	-	138 75	-
Lowell,	1	Taxation,	10	2,200 00	1	60	\$965 00	-	4	480	1,292 84	-
Malden,	1	Taxation,	10	2,000 00	-	-	-	-	1	12	373 60	-
Marlborough,	1	Taxation,	10	1,700 00	-	-	-	-	2	50	514 44	128 00
Maynard,	1	Taxation,	9	800 00	-	-	-	-	-	-	169 45	60 00
Medford,	1	Taxation,	10-10	1,600 00	-	-	-	-	-	-	809 33	-
Melrose,	1	Taxation,	10	2,800 00	-	-	-	-	-	-	226 06	-
Melrose,	1	Taxation,	10	2,800 00	-	-	-	-	-	-	379 54	-
Natick,	1	Taxation,	10	1,200 00	-	-	-	-	-	-	570 46	-
Newton,	1	Taxation,	10	2,750 00	2	152	15,500 00	-	6	81	570 46	-
North Reading,	1	Taxation,	6-10	260 00	-	-	-	-	-	-	131 28	-
Pepperell,	1	-	-	-	-	-	-	-	1	35	163 12	-
Reading,	1	Taxation,	9	1,800 00	-	-	-	-	-	-	212 25	-
Sherborn,	1	In part Tax,	4	350 00	-	-	-	-	-	-	135 50	-
Shirley,	1	-	-	-	-	-	-	-	-	-	148 15	-
Somerville,	1	Taxation,	10-10	2,200 00	-	-	-	-	-	-	641 85	-
Stonham,	1	Taxation,	9-12	2,000 00	-	-	-	-	-	-	255 42	64 52
Stow,	1	In part Tax,	8-15	519 00	-	-	-	-	-	-	136 84	-
Sudbury,	1	-	-	-	-	-	-	-	1	24	130 89	-
Tewksbury,	1	-	-	-	-	-	-	-	-	-	143 17	-
Townsend,	1	-	-	-	-	-	-	-	-	-	172 71	-
Tyngsborough,	1	-	-	-	-	-	-	-	-	-	123 60	-
Wakefield,	1	Taxation,	10	1,600 00	-	-	-	-	-	-	244 28	-
Waltham,	1	Taxation,	10	2,000 00	1	60	4,000 00	-	3	64	383 97	384 10
Watertown,	1	Taxation,	10	2,000 00	-	-	-	-	1	20	268 85	88 12
Wayland,	1	-	-	-	-	-	-	-	-	-	144 82	23 85
Westford,	1	-	-	-	1	45	675 00	-	-	-	157 37	-
Weston,	1	Taxation,	9	1,200 00	-	-	-	-	-	-	137 42	-
Wilmington,	1	Taxation,	9	432 00	-	-	-	-	-	-	128 78	-
Winchester,	1	Taxation,	10	1,834 56	-	-	-	-	2	13	208 98	-
Woburn,	1	Taxation,	10	1,800 00	1	-	-	-	1	50	459 75	-
Total,	39	-	-	\$59,925 56	8	448	\$23,396 00	-	56	1,627	\$15,651 52	\$1,117 45



## NANTUCKET COUNTY.

TOWNS.	Population—U. S. Census, 1870.	Valuation—1872.	No. of Schools.	Amount expended in 1872 for erecting School-Houses.	Amount paid for Renting, &c., in 1872.	No. of different Scholars during the School-year.	Avg. attendance in all the Pub. Schools during the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1872.	No. of different persons employed as Teachers in Pub. Schools.	
											Males.	Fem.
Nantucket.	4,123	\$2,357,831 09	12	—	\$100 00	552	439	5	36	583	1	15

## NORFOLK COUNTY.

TOWNS.	Population—U. S. Census, 1870.	Valuation—1872.	No. of Schools.	Amount expended in 1872 for erecting School-Houses.	Amount paid for Renting, &c., in 1872.	No. of different Scholars during the School-year.	Avg. attendance in all the Pub. Schools during the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1872.	No. of different persons employed as Teachers in Pub. Schools.	
											Males.	Fem.
Bellingham.	1,282	\$515,725 93	8	—	\$706 73	234	159	18	30	212	1	12
Braintree.	3,948	2,186,788 92	17	—	494 31	689	504	4	30	722	4	23
Brookline.	6,650	21,501,469 85	26	—	—	1,134	734	2	144	1,235	5	26
Canton.	3,879	2,786,565 18	17	—	307 83	908	575	9	47	865	4	21
Cohasset.	2,130	1,937,175 89	12	—	107 86	478	320	—	47	454	3	10
Dedham.	7,342	4,829,464 96	23	\$6,075 35	466 00	939	744	3	60	1,051	5	25
Dover.	645	409,896 21	4	—	1,144 88	120	78	5	18	129	—	9
Foxborough.	3,057	1,505,935 49	10	4,220 06	—	486	356	8	47	516	3	12
Franklin.	2,512	1,582,983 09	13	—	94 54	562	376	8	56	546	2	21
Holbrook.	—	1,216,276 87	8	1,612 51	45 65	317	232	15	39	318	3	9
Hyde Park.	4,136	4,898,294 61	27	29,500 00	8,000 00	1,377	938	13	14	1,317	6	36
Medfield.	1,142	848,688 81	4	—	38 13	189	134	5	24	150	1	5
Medway.	3,721	1,666,371 47	15	—	—	746	524	14	74	668	7	14
Milton.	2,683	5,452,958 68	11	—	354 00	444	318	—	41	488	5	12
Needham.	3,607	3,031,378 55	18	—	1,400 00	906	676	17	44	820	3	28
Norfolk.	1,081	474,490 49	6	—	80 00	188	156	8	17	216	—	10
Norwood.	—	1,188,850 41	8	—	500 00	373	286	—	31	413	1	10

Quincy, . . .	7,443	\$4,929,735 34	27	\$7,792 62	\$1,282 03	1,730	1,136	-	17	1,587	7	26
Randolph, . .	5,642	1,929,429 19	16	-	-	788	532	5	15	1,024	3	17
Sharon, . . .	1,508	822,389 80	6	-	456 34	257	174	2	12	267	2	9
Stoughton, . .	4,914	2,434,962 24	21	30,593 70	706 64	1,171	837	16	67	1,087	10	23
Walpole, . . .	2,137	1,352,977 46	10	-	1,293 82	480	256	10	43	314	2	12
West Roxbury, .	8,683	15,368,478 81	36	-	-	1,765	1,317	5	140	1,620	7	38
Weymouth, . .	9,010	5,173,496 62	37	-	1,375 00	1,892	1,502	22	133	1,935	8	41
Wrentham, . .	2,292	1,166,231 78	11	-	50 00	461	286	3	51	381	2	15
Total, . . .	89,443	\$89,211,016 65	391	\$79,794 24	\$18,903 76	18,584	13,150	192	1,241	18,335	94	464



Quincy, . . .	280-5	10-15	\$126 42	\$42 00	\$22,475 00	-	\$848 97	-	\$1,580 00	\$175 00	-
Randolph, . .	161-5	9-9	98 40	28 88	7,500 00	-	285 00	-	26,000 00	2,228 42	-
Sharon, . . .	52-3	8-14	43 20	35 46	1,500 00	-	117 75	-	1,860 00	126 13	\$163 32
Stoughton, . .	178-15	8-10	59 86	33 18	9,453 40	-	222 75	-	-	-	528 78
Walpole, . . .	100-2	10	80 00	40 93	6,013 67	-	35 00	-	-	-	-
West Roxbury, .	385-4	10-14	172 22	58 04	42,000 00	-	1,330 00	-	60,000 00	4,000 00	-
Weymouth, . .	369-10	9-19	96 93	33 34	21,000 00	\$635 00	1,124 45	-	4,200 00	252 00	-
Wrentham, . .	85	7-15	118 52	34 53	3,700 00	-	300 00	-	2,001 96	120 10	242 38
Total, . . .	9-13	-	\$112 19	\$42 68	\$269,570 07	\$665 00	\$11,064 75	\$3,555 00	\$159,890 31	\$11,332 54	\$2,871 36

**NANTUCKET COUNTY—CONCLUDED.**

TOWNS.	HIGH SCHOOLS.					INCORP. ACADEMIES.				UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.				Town's share of School Fund, payable January 25, 1878.	How much of said Fund was used for apparatus and books of reference.
	Number.	How supported.	Length.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.				
			Months.	Days.											
Nantucket.	1	Taxation,	10-10		\$1,800 00	1	100	\$600 00	2	25	\$150 00	\$217 42			

**NORFOLK COUNTY—CONCLUDED.**

[illegible]



## PLYMOUTH COUNTY.

TOWNS.	Population—U. S. Census, 1870.	Valuation—1872.	No. of Schools.	Amount expended in 1872 for Erecting School-Houses.	Amount paid for Renting, &c., in 1872.	No. of different Scholars in Public Schools during the School-Year.	Avg. attendance in all the Pub. Schools during the School-Year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1872.	No. of different persons employed as Teachers in Pub. Schools.	
											Males.	Fem.
Abington, . . .	9,808	\$4,220,356 81	42	\$16,600 00	\$1,500 00	2,191	1,661	70	98	2,179	10	49
Bridgewater, . .	3,660	2,391,899 09	18	-	350 00	762	520	10	42	657	7	23
Carver, . . .	1,092	602,417 89	7	-	128 26	231	144	6	33	187	2	8
Duxbury, . . .	2,341	1,180,932 56	10	4,000 00	85 00	459	321	2	28	447	2	17
East Bridgewater, .	3,017	1,245,410 31	13	-	951 34	526	424	12	30	543	2	20
Halifax, . . .	619	937,558 21	5	-	582 00	104	75	8	11	95	-	8
Hanover, . . .	1,628	1,002,267 23	9	-	80 00	336	212	10	25	321	1	12
Hanson, . . .	1,219	502,514 51	7	-	140 54	243	154	7	26	217	-	12
Hingham, . . .	4,422	3,246,673 86	16	19,956 63	1,699 36	663	513	8	46	726	6	11
Hull, . . .	261	258,880 98	1	-	325 00	36	28	3	3	41	1	2
Kingston, . . .	1,604	1,428,795 16	8	-	887 23	315	220	5	29	258	1	11
Lakeville, . . .	1,159	572,712 25	11	550 00	-	239	160	10	25	210	-	15
Marion, . . .	896	485,308 23	6	-	51 00	203	155	-	21	190	1	7
Marshfield, . . .	1,659	827,907 29	10	-	206 26	335	253	14	31	319	1	15
Mattapoisett, . .	1,361	602,126 13	7	-	196 00	218	171	2	21	262	1	8
Middleborough, . .	4,687	2,382,045 41	23	1,783 00	650 00	829	544	12	72	917	5	25
N. Bridgewater, . .	8,007	3,516,509 83	35	8,485 00	930 00	1,669	1,149	31	97	1,647	2	40
Pembroke, . . .	1,447	621,066 78	8	-	724 00	240	174	3	24	249	1	12
Plymouth, . . .	6,239	3,828,322 31	29	-	500 00	1,145	901	15	55	1,115	3	31
Plympton, . . .	803	310,222 34	6	-	3 97	175	120	3	30	165	2	8
Rochester, . . .	1,024	508,534 97	8	-	246 13	233	116	7	25	181	-	12
Scituate, . . .	2,350	1,093,852 80	13	-	338 59	459	358	7	44	473	2	19
South Scituate, . .	1,661	1,004,412 33	7	-	175 61	260	205	4	22	293	-	9

Wareham, . . .	3,098	\$1,163,960 63	14	-	\$900 00	605	399	8	54	595	5	20
W. Bridgewater, . .	1,803	850,497 97	8	-	152 00	395	267	5	25	352	2	10
Total, . . .	65,365	\$34,185,885 88	321	\$51,374 63	\$11,302 29	12,861	9,244	262	917	12,649	57	404

## SUFFOLK COUNTY.

Boston, . . .	250,526	\$638,870,531 46	400	\$52,181 46	\$125,854 06	37,835	34,015	-	2,752	46,144	105	833
Chelsea, . . .	18,547	12,405,134 86	56	70,000 00	6,671 80	3,090	2,641	-	231	3,192	3	64
Revere, . . .	1,197	1,016,113 29	6	3,589 62	1,062 48	272	204	-	23	244	-	8
Winthrop, . . .	532	533,628 41	4	-	1,161 00	142	98	3	18	107	-	6
Total, . . .	270,802	\$652,825,408 02	466	\$125,771 08	\$134,749 34	41,339	36,953	3	3,024	49,687	108	911



## PLYMOUTH COUNTY—CONTINUED.

TOWNS.	Age Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per mth, including the Value of Board.		Paid by Schools, including wages of Teachers, fuel, care of rooms, for the school year 1872-73.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of Superintendence and printing School Reports.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.	Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs.
			Males.	Females.							
Abington, . . . . .	372-10	8-17	\$71 60	\$32 15	\$18,000 00	-	\$700 00	-	-	-	\$643 27
Bridgewater, . . . . .	162	9	79 00	34 00	8,100 00	-	260 00	-	9,300 00	\$650 00	260 00
Carver, . . . . .	44-5	6-6	40 50	36 25	1,600 00	-	96 21	-	1,000 00	-	101 81
Duxbury, . . . . .	90	9	47 50	33 58	3,000 00	-	305 72	-	28,500 00	1,650 00	209 08
E. Bridgewater, . . . . .	115	8-17	82 50	34 15	5,600 00	-	413 00	-	-	-	200 18
Halifax, . . . . .	39-3	7-17	-	26 33	1,000 00	-	65 00	\$40 00	-	-	13 80
Hanover, . . . . .	79-15	8-17	83 33	27 87	2,700 00	-	110 00	-	2,500 00	150 00	42 88
Hanson, . . . . .	59-10	8-10	-	26 47	1,500 00	-	125 00	-	-	-	-
Hingham, . . . . .	134-14	9-14	84 03	35 41	14,000 00	-	575 00	500 00	33,000 00	2,400 00	-
Hull, . . . . .	10	10	50 00	36 00	400 00	-	22 00	-	-	-	-
Kingston, . . . . .	76	9-10	95 00	32 57	3,250 00	\$66 50	278 00	250 00	-	-	122 50
Lakeville, . . . . .	66	6	-	26 00	1,803 00	-	75 00	-	-	-	-
Marion, . . . . .	42	7	26 00	30 50	1,200 00	-	70 00	60 00	-	-	-
Marshfield, . . . . .	82-10	8-5	40 00	31 30	2,500 00	-	130 00	-	-	-	131 68
Matapoisett, . . . . .	39-10	5-13	38 33	28 25	1,300 00	-	65 00	-	9,242 00	750 00	-
Middleborough, . . . . .	188-15	8-4	65 00	30 80	7,000 00	-	300 00	-	20,900 00	1,600 00	-
N. Bridgewater, . . . . .	295-10	8-17	118 00	39 34	16,500 00	-	1,414 50	1,000 00	286 50	17 19	-
Pembroke, . . . . .	68-10	7-11	27 00	27 85	1,500 00	-	115 00	-	-	-	100 00
Plymouth, . . . . .	290	10	103 33	33 00	15,500 00	-	575 00	500 00	-	-	-
Plympton, . . . . .	37-11	6-5	38 50	32 62	1,000 00	5 00	67 00	-	-	-	104 00
Rochester, . . . . .	58-15	7-7	-	25 56	1,500 00	-	80 00	-	-	-	85 87
Scituate, . . . . .	117	9	66 67	34 50	3,650 00	-	145 00	100 00	-	-	-
South Scituate, . . . . .	63	9	-	38 36	2,500 00	-	118 95	-	-	-	165 00

Wareham, . . .	100-10 72	7-11 8	\$69 00 61 50	\$29 00 34 00	\$5,000 00 3,000 00	- -	\$130 00 125 00	\$105 00 \$80,000 00	- -	\$153 99
W. Bridgewater, .										
Total, . . .	8-08	-	\$64 34	\$31 85	\$123,103 00	\$71 50	\$6,360 38	\$2,555 00	\$7,217 19	\$2,334 06

SUFFOLK COUNTY—CONTINUED.

Boston, . . .	3,976	10-8	\$264 74	\$73 60	\$1,034,600 00	-	\$6,000 00	\$4,500 00	\$7,200 00	\$562 66	-
Chelsea, . . .	555	10	200 00	55 00	55,403 44	-	1,770 00	-	-	-	-
Revere, . . .	56	9-7	-	49 56	4,200 00	-	160 50	-	-	-	\$126 00
Winthrop, . . .	34-10	8-13	-	36 00	1,400 00	-	41 00	-	-	-	67 15
Total, . . .	9-18	-	\$232 37	\$53 54	\$1,095,608 44	-	\$7,971 50	\$4,500 00	\$7,200 00	\$562 66	\$193 15

## PLYMOUTH COUNTY—CONCLUDED.

[illegible]

Wareham, . . .	1	Taxation,	10	\$1,100 00	-	-	-	-	\$225 86	-
W. Bridgewater, .	-	-	-	-	-	-	-	-	172 95	-
Total, . . .	15	-	-	\$17,480 00	5	177	\$3,800 00	10	\$4,712 96	\$121 99

SUFFOLK COUNTY—CONCLUDED.

Boston, . . .	5	Taxation,	10-1*	\$4,000 00*	25	4,363	\$121,519 00	80	3,887	\$250,964 00	\$8,920 19	\$3,840 52
Chelsea, . . .	1	Taxation,	10	2,800 00	-	-	-	4	110	5,000 00	709 93	-
Revere, . . .	-	-	-	-	-	-	-	-	-	-	146 42	-
Winthrop, . . .	-	-	-	-	-	-	-	-	-	-	123 20	16 62
Total, . . .	6	-	-	\$22,800 00	25	4,863	\$121,519 00	84	3,997	\$255,964 00	\$9,899 74	\$3,857 14

\* Each.

## BOARD OF EDUCATION.

## WORCESTER COUNTY.

TOWNS.	Population—U. S. Census, 1870.	Valuation—1872.	No. of Schools.	Amount expended in 1872 for Erecting School-Houses.	Amount paid for Renting, etc., in 1872.	No. of different Scholars in Public Schools during the School-year.	Avg. attendance in all the Pub. Schools during the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1872.	No. of different persons employed as Teachers in Pub. Schools.	
											Males.	Fem.
Ashburnham, .	2,172	\$970,764 72	14	-	\$150 00	452	395	15	59	425	2	15
Athol, .	3,517	2,093,389 54	16	-	1,485 00	530	453	7	54	568	3	22
Auburn, .	1,178	532,348 99	6	\$5,100 00	65 00	211	150	15	27	224	-	8
Barre, .	2,572	1,916,326 66	14	-	884 00	402	327	8	30	392	6	15
Berlin, .	1,016	436,751 70	5	-	363 41	221	149	3	34	216	1	6
Blackstone, .	5,421	2,301,719 56	18	-	822 87	1,172	662	19	67	1,131	2	19
Bolton, .	1,014	578,263 34	8	-	300 00	260	146	3	48	198	2	11
Boylston, .	800	556,767 68	7	-	125 00	234	138	9	40	144	3	8
Brookfield, .	2,527	1,210,255 71	14	-	400 00	423	353	8	63	504	1	19
Charlton, .	1,878	1,022,738 26	13	-	520 40	474	293	20	81	357	7	15
Clinton, .	5,429	3,021,080 13	17	225 85	145 42	1,144	818	-	49	1,027	1	21
Dana, .	758	273,117 33	4	-	-	118	84	5	19	111	-	7
Douglas, .	2,182	972,710 86	12	-	500 00	372	261	11	59	368	1	19
Dudley, .	2,388	996,905 48	12	-	255 90	465	331	18	16	596	4	14
Fitchburg, .	11,260	11,283,337 05	47	5,042 00	1,890 00	2,280	1,649	11	204	2,196	10	54
Gardner, .	3,333	1,753,531 67	14	-	341 00	650	469	4	76	673	1	20
Grafton, .	4,594	1,901,027 53	19	5,500 00	350 00	742	588	21	44	892	1	28
Hardwick, .	2,219	1,168,036 78	12	-	121 00	337	275	9	20	425	5	19
Harvard, .	1,341	1,036,539 10	10	-	-	234	193	-	60	246	4	11
Holden, .	2,062	934,992 56	12	4,610 00	185 39	467	247	7	65	436	-	20
Hubbardston, .	1,654	881,670 88	11	14,000 00	9 00	306	234	8	73	287	6	14
Lancaster, .	1,845	2,328,167 05	12	-	89 67	388	276	16	36	279	1	11

	1,175	\$712,574 42	8	\$1,933 88	\$729 03	285	193	11	41	235	5	8
Mendon, . . .	9,890	4,932,915 45	27	-	1,019 74	2,260	1,735	-	36	2,423	3	50
Milford, . . .	4,397	1,958,885 07	16	-	315 65	702	466	11	98	937	2	20
Millbury, . . .	640	592,433 93	5	-	25 00	124	86	-	19	131	-	7
New Braintree, . . .	1,504	1,327,854 03	7	-	20 00	310	175	-	25	290	1	10
Northborough, . . .	3,774	1,936,368 26	14	-	175 00	740	491	4	49	752	1	17
Northbridge, . . .	3,343	1,620,848 18	14	-	500 00	807	604	14	83	807	3	21
North Brookfield, . . .	860	370,521 56	7	-	-	220	169	4	43	168	3	10
Oakham, . . .	2,669	1,310,451 73	12	1,376 46	196 37	564	328	6	71	504	2	19
Oxford, . . .	646	326,809 33	6	-	261 77	150	104	5	25	120	1	7
Paxton, . . .	1,335	770,893 62	11	-	69 28	262	170	6	45	191	1	16
Petersham, . . .	693	298,445 00	6	-	110 00	188	126	2	29	150	1	7
Phillipston, . . .	1,279	957,602 93	10	575 00	-	263	199	5	78	231	5	13
Princeton, . . .	1,354	859,138 08	9	464 50	83 99	301	215	4	81	224	1	12
Royalston, . . .	1,024	520,180 30	10	290 00	200 85	267	164	12	60	227	4	11
Rutland, . . .	1,610	1,104,404 99	9	-	90 00	283	216	4	39	264	6	12
Shrewsbury, . . .	2,135	1,391,240 48	10	-	-	380	254	4	25	390	2	12
Southborough, . . .	5,208	2,312,315 49	19	6,477 28	100 52	963	499	22	75	1,098	1	27
Southbridge, . . .	3,952	2,060,940 58	19	1,944 40	-	915	673	10	141	875	1	26
Spencer, . . .	1,670	1,237,743 84	12	-	125 45	341	240	4	122	290	3	16
Sterling, . . .	2,101	964,681 65	15	-	105 00	431	260	12	41	392	2	19
Sturbridge, . . .	2,699	1,195,893 65	16	-	1,275 00	616	290	20	61	787	3	25
Sutton, . . .	2,802	1,161,246 67	14	-	429 22	544	367	8	23	490	2	18
Templeton, . . .	1,989	841,077 61	12	-	150 68	432	292	19	62	367	2	17
Upton, . . .	3,058	1,862,082 21	16	4,734 47	683 73	703	429	19	75	628	4	19
Uxbridge, . . .	2,625	1,479,329 54	14	4,500 00	279 48	474	357	4	48	381	3	19
Warren, . . .	4,763	2,216,306 08	11	-	65 00	738	441	5	16	810	1	14
Webster, . . .	3,601	1,981,057 26	16	7,598 91	7,631 90	661	439	5	58	736	2	22
Westborough, . . .	2,862	1,021,478 74	15	-	523 68	610	474	4	150	607	2	20
West Boylston, . . .	1,842	831,177 83	9	900 00	225 00	359	268	9	48	371	-	14
West Brookfield, . . .	1,770	876,810 69	12	-	900 00	333	293	8	78	317	2	23
Westminster, . . .	3,398	1,892,527 00	17	-	1,501 64	756	463	8	52	759	2	16
Worcester, . . .	41,107	37,263,867 13	146	41,349 71	15,601 35	10,465	6,049	-	1,034	8,432	13	190
Total, . . .	192,718	\$124,212,169 49	879	\$108,394 61	\$43,651 84	40,883	27,144	490	4,258	38,415	141	1,163

WORCESTER COUNTY—CONTINUED.

TOWNS.	Average length of Public Schools for the year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per mth., including the Value of Board.		Raised by Taxes for Schools, including Wages of Teachers, Board, fuel, care of rooms, for the school-year 1872-73.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expenses of Superintendence and printing School Reports.	Salary of Superintendent of Public Schools.	Amt of School Funds, can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.	Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs.
			Males.	Females.							
Ashburnham,	98-5	7-6	\$67 50	\$31 52	\$3,500 00	-	\$145 00	-	-	-	\$105 09
Athol,	122-10	7-13	58 00	32 13	4,856 00	-	550 00	\$500 00	-	-	303 29
Auburn,	36	6	-	36 58	1,500 00	-	95 00	-	-	-	-
Barre,	106-10	7-12	62 83	33 86	4,500 00	-	241 75	-	-	-	225 97
Berlin,	31-10	6-18	52 00	33 34	1,000 00	-	94 00	-	-	\$141 40	104 00
Blackstone,	156-6	8-18	112 96	32 66	7,000 00	-	235 00	-	\$2,020 00	-	544 11
Bolton,	62-10	7-16	80 00	28 00	1,600 00	-	147 00	-	12,000 00	900 00	-
Boylston,	41-9	6-9	45 66	28 32	1,400 00	-	85 00	-	-	-	-
Brookfield,	101-15	7-5	115 78	38 00	4,600 00	-	175 00	-	-	-	283 00
Charlton,	95-5	7-7	50 69	32 46	3,910 67	-	159 00	-	2,000 00	140 00	-
Clinton,	163-19	9-12	163 68	41 79	9,887 73	-	401 25	-	-	-	-
Dana,	30-5	7-1	-	29 99	1,000 00	-	74 00	-	-	-	-
Douglas,	87-16	7-6	103 90	33 00	3,700 00	-	116 00	-	-	-	58 26
Dudley,	100-15	8-8	41 00	31 50	4,550 00	-	194 15	-	941 29	56 48	178 67
Fitchburg,	446-10	9-10	129 00	45 00	28,500 00	-	946 56	-	6,000 00	420 00	164 98
Gardner,	107-10	10-8	120 00	37 00	4,800 00	-	272 00	-	1,000 00	60 00	-
Grafton,	148-10	7-16	150 00	36 00	6,900 00	\$425 00	654 50	-	1,000 00	67 00	280 42
Hardwick,	72	6	49 00	32 00	2,500 00	-	170 00	-	1,000 00	-	-
Harvard,	61-15	6-4	43 15	32 50	2,400 00	-	165 00	-	-	-	125 00
Holden,	88-15	7-9	-	31 62	3,000 00	-	275 00	250 00	3,666 67	202 00	210 18
Hubbardston,	63-10	6	48 00	31 62	2,500 00	-	275 00	-	1,200 00	72 00	13 00
Lancaster,	74-13	7-15	-	34 59	4,000 00	-	163 21	-	-	-	-
Leicester,	112-5	8-10	150 00	38 49	4,973 00	-	184 55	-	19,650 00	1,300 00	-
Leominster,	182-13	7-10	83 00	38 88	6,325 00	-	480 00	-	11,433 38	386 08	-
Levenburg,	46-19	6-8	40 00	28 10	-	-	325 00	-	-	-	91 48

Mendon, . . .	51	7-6	\$61 60	\$90 58	\$1,700 00	-	\$80 00	\$50 00	-	-	\$273 11
Milford, . . .	244	9	145 83	41 63	18,286 74	-	560 00	-	-	-	300 00
Millbury, . . .	137-10	8-6	75 00	38 00	7,500 00	-	278 00	-	-	-	-
New Braintree, . . .	30	6	-	36 10	1,550 00	-	85 00	-	-	-	45 00
Northborough, . . .	64	9-3	100 00	33 33	1,550 00	-	25 00	-	-	-	-
Northbridge, . . .	120-10	9	120 00	39 73	6,050 00	-	175 00	-	-	-	-
North Brookfield, . . .	107	7-12	63 00	40 00	5,000 00	-	300 00	140 00	-	-	329 68
Oakham, . . .	42	6	36 50	28 25	1,200 00	-	86 23	-	-	-	106 72
Oxford, . . .	93-10	7-6	110 66	28 66	4,000 00	\$142 00	175 00	-	-	-	-
Paxton, . . .	33	8-10	28 00	30 60	1,200 00	-	70 00	50 00	-	-	-
Petersham, . . .	66	6	29 00	28 19	2,000 00	-	158 00	-	\$735 00	\$44 00	106 72
Phillipston, . . .	36	6	46 00	31 25	1,000 00	-	58 00	-	-	-	87 12
Princeton, . . .	60	6	57 40	31 60	2,200 00	-	125 00	-	-	-	75 00
Royalton, . . .	56	6-10	40 00	29 67	1,000 00	-	141 15	-	6,500 00	490 05	250 03
Rutland, . . .	60	6	43 00	30 90	2,000 00	48 00	80 00	-	-	-	-
Shrewsbury, . . .	64-5	7-3	55 50	32 60	2,800 00	-	125 00	-	-	-	-
Southborough, . . .	83-5	8-6	91 50	38 00	4,500 00	-	175 00	-	-	-	196 02
Southbridge, . . .	161-2	8-10	125 00	34 00	7,650 00	-	354 65	-	-	-	-
Spencer, . . .	144-5	7-10	150 00	36 00	6,500 00	-	338 92	-	-	-	-
Sterling, . . .	90	7-5	48 00	31 00	3,000 00	-	201 77	-	-	-	-
Sturbridge, . . .	105-7	7	36 00	29 25	3,500 00	-	130 00	-	-	-	-
Sutton, . . .	113-1	7-8	45 83	32 50	3,500 00	25 00	169 50	-	2,040 40	114 00	176 42
Templeton, . . .	87	6-4	86 66	31 77	4,000 00	-	150 00	-	-	-	160 00
Upton, . . .	91-15	7-14	72 33	33 19	4,200 00	-	137 38	-	-	-	-
Uxbridge, . . .	125-16	7-16	54 25	33 50	5,500 00	-	190 00	-	-	-	282 59
Warren, . . .	94-7	7	85 33	34 00	4,500 00	29 00	101 00	-	-	-	398 28
Webster, . . .	98-5	8-19	120 00	40 00	5,600 00	-	460 00	-	-	-	217 80
Westborough, . . .	115-10	7-14	96 92	40 20	6,775 00	-	335 80	-	-	-	-
West Brookfield, . . .	94	6-5	75 00	33 71	3,300 00	43 00	285 00	-	-	-	202 01
West Boylston, . . .	68	7-10	-	38 24	2,500 00	-	126 00	-	-	-	-
Westminster, . . .	84-10	7-10	40 00	39 00	3,180 00	-	123 00	-	-	-	-
Winchendon, . . .	105	6-8	133 33	34 56	5,500 00	-	254 70	-	-	-	-
Worcester, . . .	1441	10-5	193 36	54 90	118,872 18	-	4,620 26	3,000 00	-	-	-
Total, . . .	7-18	-	\$81 17	\$34 55	\$375,130 78	\$792 00	\$17,097 33	\$3,990 00	\$70,186 69	\$4,403 01	\$5,893 95



# BOARD OF EDUCATION.

## WORCESTER COUNTY—CONCLUDED.

WORCESTER COUNTY—CONCLUDED.												
HIGH SCHOOLS.					INCORP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.		Town's share of School Fund, payable Janu-ary 25, 1873.	How much of sal-ary apparatus and book of reference.	
Number.	How supported.	Length. Months.	Days.	Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.
1	Taxation,	9-10	10	\$800 00	1	1	15	\$40 00	1	15	\$212 24	-
1	Taxation,	9-10	10	1,100 00	1	1	12	225 00	1	12	139 14	\$8 75
1	Taxation,	9-10	10	1,000 00	1	1	12	100 00	1	12	182 12	-
1	Taxation,	9-10	10	1,433 31	1	1	15	120 00	1	15	140 29	-
1	Taxation,	9-10	10	800 00	1	1	26	120 00	1	26	318 73	-
1	Taxation,	9-10	10	1,100 00	1	1	1	120 00	1	1	132 62	25 00
1	Taxation,	9-10	10	1,500 00	1	1	1	120 00	1	1	124 18	-
1	Taxation,	9-10	10	935 00	1	1	1	120 00	1	1	188 64	-
1	Taxation,	9-10	10	1,000 00	1	1	1	120 00	1	1	169 64	-
1	Taxation,	9-10	10	1,500 00	1	1	1	120 00	1	1	317 00	9 00
1	Taxation,	9-10	10	1,500 00	1	1	1	120 00	1	1	122 84	-
1	Taxation,	9-10	10	935 00	1	1	1	120 00	1	1	178 67	-
1	Taxation,	9-10	10	1,000 00	1	1	1	120 00	1	1	226 43	-
1	Taxation,	9-10	10	1,500 00	1	1	1	120 00	1	1	454 89	-
1	Taxation,	9-10	10	1,500 00	1	1	1	120 00	1	1	224 72	25 00
1	Taxation,	9-10	10	1,500 00	1	1	1	120 00	1	1	285 15	-
1	Taxation,	9-10	10	1,500 00	1	1	1	120 00	1	1	177 52	54 65
1	Taxation,	9-10	10	1,500 00	1	1	1	120 00	1	1	143 94	-
1	Taxation,	9-10	10	1,500 00	1	1	1	120 00	1	1	176 17	-
1	Taxation,	9-10	10	1,500 00	1	1	1	120 00	1	1	163 91	-
1	Taxation,	9-10	10	1,500 00	1	1	1	120 00	1	1	161 40	-
1	Taxation,	9-10	10	1,500 00	1	1	1	120 00	1	1	172 39	55 36
1	Taxation,	9-10	10	1,500 00	1	1	1	120 00	1	1	225 49	-

[illegible]

\* Town voted March, 1873, to maintain one.

## RECAPITULATION.

COUNTIES.	Population—U. S. Census, 1870.	Valuation—1872.	No. of Schools.	Amount expended in 1872 for erecting School-Houses.	Amount paid for Re-pairing, &c., in 1872.	Number of different Schools during the School-year.	Average attendance in all the Public Schools during the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1872.
Barnstable,	32,774	\$15,815,348 58	172	\$1,498 92	\$4,057 84	6,872	5,050	62	1,270	6,677
Berkshire,	64,826	40,610,072 48	929	14,884 55	10,478 20	13,340	8,551	341	1,227	13,549
Bristol,	102,886	88,371,292 63	361	15,048 40	20,351 63	21,559	13,453	132	1,297	20,990
Dukes,	3,787	2,413,436 17	22	900 00	409 40	713	548	7	93	753
Essex,	200,843	144,327,699 78	609	214,344 07	54,989 46	37,539	26,469	147	2,556	40,454
Franklin,	32,635	15,949,353 71	237	23,112 23	6,631 53	6,754	4,696	182	1,003	6,299
Hampden,	78,409	58,039,727 97	341	68,519 37	10,598 22	14,813	9,546	209	1,121	14,992
Hampshire,	44,388	28,725,415 06	273	4,297 96	7,904 56	9,702	6,377	125	1,210	8,973
Middlesex,	274,353	241,090,362 02	892	302,641 27	81,460 36	58,361	41,262	359	4,652	54,734
Nantucket,	4,123	2,357,831 09	12	-	100 00	552	439	5	36	583
Norfolk,	89,443	89,211,016 65	391	79,794 24	18,903 76	18,584	13,150	192	1,241	18,335
Plymouth,	65,365	34,185,885 88	321	51,374 63	11,302 29	12,861	9,244	262	917	12,649
Suffolk,	270,802	652,825,408 02	466	125,771 08	134,749 34	41,339	36,953	3	3,124	49,687
Worcester,	192,718	124,212,169 49	879	108,334 61	43,651 84	40,883	27,144	490	4,258	38,415
Total,	1,457,352	\$1,598,135,019 53	5,305	\$1,010,521 33	\$405,588 43	283,872	202,882	2,516	23,905	287,090

## RECAPITULATION—CONTINUED.

COUNTIES.	No. of different persons employed as Teachers in Pub. Schools.		Average Length of Public Schools for the year, in Months and Days.	Average Wages of Teachers per month, including the Value of Board.		Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1872-73.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expenses of Superintendence and printing School Reports.	Aggregate Salaries of Superintendents of Public Schools.	Amt of School Funds the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.
	Males.	Fem.		Males.	Females.						
Barnstable,	60	169	7-12	\$68 13	\$31 17	\$58,105 00	\$400 75	\$2,366 51	\$875 00	\$31,531 97	\$2,193 88
Berkshire,	84	424	7-16	52 70	29 48	110,651 64	3,717 00	4,628 90	2,150 00	19,943 30	1,521 66
Bristol,	60	514	9-01	73 15	33 75	218,467 73	523 67	9,530 71	6,272 50	83,500 00	5,560 00
Dukes,	9	23	6-02	50 14	23 72	5,740 00	-	409 75	-	-	-
Essex,	114	704	9-08	106 23	37 49	449,019 75	904 00	14,119 11	7,375 00	274,445 00	15,788 22
Franklin,	48	362	6-17	45 50	27 76	53,360 29	2,034 34	2,585 42	-	35,377 46	2,878 41
Hampden,	43	490	8-10	79 02	32 31	185,343 38	1,346 75	7,384 99	4,660 00	171,774 02	10,990 60
Hampshire,	40	398	7-12	56 97	30 41	85,846 10	1,993 75	6,978 03	3,863 50	378,782 55	17,280 06
Middlesex,	169	1,380	8-19	117 85	40 43	853,012 62	1,086 25	30,418 34	17,340 00	176,029 06	11,682 16
Nantucket,	1	15	10-02	171 43	28 95	6,000 00	-	105 00	-	34,000 00	2,000 00
Norfolk,	94	464	9-13	112 19	42 68	263,670 07	665 00	11,064 75	3,555 00	159,890 31	11,332 54
Plymouth,	57	404	8-08	64 34	31 85	123,103 00	71 50	6,360 38	2,555 00	184,728 50	7,217 19
Suffolk,	108	911	9-18	232 37	53 54	1,035,603 44	-	7,971 50	4,500 00	7,200 00	562 66
Worcester,	141	1,163	7-18	81 17	34 55	375,130 78	792 00	17,097 33	3,990 00	70,186 69	4,403 01
Total,	1,028	7,421	8-08	\$93 65	\$34 14	\$3,889,053 80	\$13,535 01	\$121,005 72	\$57,136 00	\$1,627,388 86	\$93,360 39

## RECAPITULATION—CONCLUDED.

COUNTIES.	Income of Funds, appropriate to Public Schools at the option of the Town, including Tax on dogs.	HIGH SCHOOLS.		IN CORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Amount of the State School Fund rec'd in 1873.	How much of said Fund was used for apparatus and books of reference.
		Number.	Aggregate paid for Salaries of Principals.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.		
Barnstable, .	\$538 35	9	\$7,510 00	2	30	\$250 00	6	80	\$870 00	\$2,171 40	\$10 00
Berkshire, .	1,325 73	10	13,531 00	1	50	2,100 00	22	535	42,147 00	5,607 74	108 50
Bristol, .	3,023 01	10	11,770 00	3	212	14,160 00	31	514	9,564 00	5,680 46	261 65
Dukes, .	9 11	1	595 00	1	80	650 00	5	176	575 00	654 83	20 00
Essex, .	6,596 37	21	31,340 00	7	556	24,030 00	72	3,288	33,839 25	11,035 95	373 19
Franklin, .	711 70	8	7,761 00	4	72	841 00	12	296	4,460 00	3,822 96	141 96
Hampden, .	2,464 19	9	13,966 67	2	400	15,337 70	32	1,630	13,995 00	4,780 28	844 75
Hampshire, .	1,669 04	7	8,071 00	4	522	16,351 50	15	191	3,421 00	3,937 27	385 57
Middlesex, .	2,476 18	39	59,925 56	8	448	23,396 00	56	1,627	38,367 00	15,651 52	1,117 45
Nantucket, .	-	1	1,800 00	1	100	800 00	2	25	150 00	217 42	-
Norfolk, .	2,871 36	22	29,833 32	2	127	5,200 00	30	539	32,020 00	5,701 45	637 81
Plymouth, .	2,334 06	15	17,480 00	5	177	3,800 00	10	280	3,418 00	4,712 96	121 99
Suffolk, .	193 15	6	22,800 00	25	4,363	121,519 00	84	3,997	255,964 00	9,899 74	3,857 14
Worcester, .	5,893 95	36	41,866 89	6	436	32,097 75	25	1,300	32,445 00	12,462 46	624 77
Total, .	\$30,100 20	194	\$268,250 44	71	7,573	\$260,332 95	402	14,438	\$471,235 25	\$86,336 44	\$8,504 78

## EVENING SCHOOLS.

CITIES AND TOWNS.	No. of Schools.	ATTENDANCE.			Time kept.	No. of Teachers.	Expense.
		Males.	Females.	Average.			
Boston, . . .	13	909	305	1,214	6 months,	87	\$23,244 92
Brighton, . . .	1	13	—	12	6 "	1	485 75
Brookline, . . .	1	48	32	20	4 "	2	494 00
Cambridge, . . .	7	263	80	190	4 "	19	3,382 79
Canton, . . .	3	87	75	77	36 evenings,	5	392 11
Charlestown, . . .	2	75	34	68	3 months,	4	321 17
" free } drawing school, }	1	47	18	33	16 evenings,	2	506 39
Chelsea, . . .	1	112	42	39	6 months,	3	886 00
Clarksburg, . . .	1	7	11	15	2 weeks,	1	Private.
Dedham,* . . .	1	—	—	76	24 evenings,	12	321 00
Fall River, . . .	4	252	90	189	14 weeks,	14	836 50
Greenfield, . . .	1	—	—	40	4 months,	—	Free.
Haverhill, . . .	1	182	58	101	4 "	15	1,096 50
Lawrence, . . .	3	350	327	236	20 weeks,	19	1,777 89
Lowell, . . .	4	792	434	341	62 evenings,	39	4,000 00
Lynn, . . .	6	567	267	428	43 "	53	2,900 00
Medford, . . .	1	36	16	18	3 months,	1	359 50
New Bedford, . . .	2	138	45	90	5 mo. 3 wk.,	8	913 10
Newburyport, . . .	2	61	60	80	66 evenings,	10	303 36
Newton, . . .	1	62	86	101	71 "	5	705 50
North Andover, . . .	1	60	40	75	3 months,	3	None.
Northampton, . . .	3	136	100	98	9 "	6	1,159 00
Pittsfield, . . .	2	237	121	210	22 weeks,	7	2,162 64
Rowley, . . .	1	20	—	17	3 months,	1	Private.
Salem, . . .	2	57	50	83	4 "	4	495 50
Sandwich, . . .	1	31	21	27	2 "	1	110 00
Somerville, . . .	1	56	6	35	3 "	2	325 00
Springfield, . . .	1	75	60	44	12 weeks,	4	309 00
Stoneham, . . .	1	53	36	41	45 evenings,	3	247 50
Taunton, . . .	3	149	38	93	3 months,	8	279 63
Ware, . . .	1	34	26	45	10 weeks,	2	210 52
West Boylston, . . .	2	77	—	44	87 evenings,	2	169 30
Westfield, . . .	1	31	19	30	34 "	4	168 41
West Roxbury, . . .	2	85	37	50	5 months,	5	800 00
Williamstown, . . .	1	12	7	15	1 term,	1	Private.
Woburn, . . .	1	80	12	42	3 months,	2	260 00
Worcester, . . .	5	567	399	250	24 weeks,	18	2,697 05
36 cities & towns,	85	5,761	2,952	4,577	—	373	\$52,320 03

\* Also a private evening school of which no return was made.

# BOARD OF EDUCATION.

RETURNS OF SCHOOLS IN STATE INSTITUTIONS, FOR									
Number of Schools in the Institution.	Number of different Scholars of all ages during the year.	Average attendance during the year.	No. under 5 years of age attending School.	No. over 15 years of age attending School.	No. between 5 and 15 years of age remaining in the Institution, August 31, 1873.	No. of Teachers during the year.		Moneys paid.	
						Males.	Females.	Males.	Females.
STATE INSTITUTIONS.									
State Primary School at Monson.	6	668	348	32	33	1	8	\$50 00	\$20 84
State Primary School at Lancaster.	5	170	122	-	96	-	5	-	29 17
State Industrial School at Westborough.	7	466	285	-	324	3	6	50 00	25 00
State Reform School at Westborough.									

## GRADUATED TABLES—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools, which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1872-73, also its rank in a similar scale for 1871-72. It presents the sum appropriated to each child between 5 and 15.



## GRADUATED TABLES—FIRST SERIES.

[FOR THE STATE.]

*Table showing the comparative amount of Money appropriated by the different Towns in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.\**

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated by towns to each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
4	1	BROOKLINE, .	\$30 20.2	\$37,400 00	—	—	1,235	—
1	2	W. Roxbury, .	25 92.6	42,000 00	—	—	1,620	—
5	3	Nahant, .	25 25.3	2,500 00	—	—	99	—
6	4	Newton, .	24 40.4	61,000 00	\$620 26	61,620 26	2,525	—
12	5	Watertown, .	22 62.4	20,000 00	—	—	884	—
8	6	Milton, .	22 54.1	11,000 00	—	—	488	—
7	7	Boston, .	22 42.1	1,034,600 00	—	—	46,144	—
10	8	Arlington, .	20 93	14,629 77	—	—	699	—
16	9	Melrose, .	20 76.7	13,000 00	—	—	626	—
11	10	Lexington, .	20 66.1	7,500 00	—	—	363	—
3	11	Belmont, .	20 38.2	6,400 00	—	—	314	—
15	12	Springfield, .	20 15.1	87,273 13	—	—	4,331	—
86	13	Revere, .	20 12.1	4,200 00	126 00	4,326 00	215	—
2	14	Medford, .	20 01	21,610 66	—	—	1,080	—
20	15	Weston, .	19 96.7	3,594 00	—	—	180	\$100 □
14	16	Waltham, .	19 89.6	26,999 34	—	—	1,357	—
13	17	Brighton, .	19 32.5	19,286 78	—	—	998	—
30	18	Hingham, .	19 28.4	14,000 00	—	—	726	—
23	19	Hyde Park, .	19 20.3	25,000 00	290 70	25,290 70	1,317	—
21	20	Walpole, .	19 15.2	6,013 67	—	—	314	—
34	21	Cambridge, .	18 44.3	152,343 35	—	—	8,260	—
22	22	Somerville, .	18 31	53,684 83	—	—	2,932	—
17	23	Chelsea, .	17 35.7	55,403 44	—	—	3,192	—
19	24	Winchester, .	17 26.2	9,546 11	—	—	553	—
24	25	Charlestown, .	17 23.2	117,337 78	—	—	6,810	—
59	26	Haverhill, .	16 99.2	38,000 00	1,437 71	39,437 71	2,321	—
18	27	Swampscott, .	16 90.1	6,000 00	—	—	355	—
32	28	Dedham, .	16 86.8	17,728 00	—	—	1,051	—
26	29	Lowell, .	16 72.2	105,330 00	—	—	6,299	—
9	30	Malden, .	16 21.9	26,000 00	—	—	1,603	—

\* Compare the rank of towns in this Table with their rank in the next or Second Series of Tables, showing the percentage of taxable property appropriated for Schools.

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated by towns for each child between 5 and 16 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 16 years of age.	Amount contributed for board and fuel.
28	31	Peabody, .	\$16 15.8	\$23,800 00	\$486 24	24,286 24	1,503	-
31	32	New Bedford, .	15 37.2	60,392 52	636 15	61,028 67	3,970	-
37	33	Everett, .	15 27	8,000 00	261 22	8,261 22	541	-
39	34	Westfield, .	15 24.3	17,970 25	626 40	18,596 65	1,220	-
22	35	Lunenburg, .	15 16.6	2,365 46	91 48	2,456 94	162	\$80 00
60	36	Reading, .	15 03.7	8,000 00	-	-	532	375 00
29	37	Stoneham, .	14 77	13,500 00	-	-	914	-
25	38	Frammingham, .	14 74.4	12,500 00	253 50	12,753 50	865	-
56	39	Medfield, .	14 72.6	2,100 00	108 87	2,208 87	150	-
-	40	Norwood, .	14 52.8	6,000 00	-	-	413	-
92	41	Lancaster, .	14 33.7	4,000 00	-	-	279	-
27	42	Quincy, .	14 16.2	22,475 00	-	-	1,587	-
49	43	Worcester, .	14 09.8	118,872 18	-	-	8,432	-
38	44	Needham, .	13 91.5	11,000 00	410 85	11,410 85	820	-
44	45	Plymouth, .	13 90.1	15,500 00	-	-	1,115	-
41	46	Bradford, .	13 90	5,500 00	-	-	396	-
43	47	Amherst, .	13 82	9,200 00	210 85	9,410 85	681	-
40	48	Andover, .	13 77.4	10,000 00	-	-	726	-
64	49	Winthrop, .	13 71.1	1,400 00	67 15	1,467 15	107	-
46	50	So. Hadley, .	13 51	7,000 00	214 48	7,214 48	534	-
127	51	Lynnfield, .	13 41.3	1,500 00	55 95	1,555 95	116	-
61	52	Swansea, .	13 25.6	3,022 42	-	-	228	-
82	53	Kingston, .	13 07.2	3,250 00	122 50	3,372 00	258	66 50
158	54	Seekonk, .	13 07.2	2,000 00	-	-	153	200 00
68	55	Fitchburg, .	12 98	28,500 00	-	-	2,196	-
-	56	Holbrook, .	12 89.3	4,100 00	-	-	318	-
107	57	Warren, .	12 85.6	4,500 00	395 28	4,895 28	381	-
52	58	Bridgewater, .	12 72.4	8,100 00	260 00	8,360 00	657	-
45	59	Lincoln, .	12 59.3	1,700 00	-	-	135	-
73	60	Sherborn, .	12 50	2,000 00	-	-	160	-
35	61	Concord, .	12 44.8	6,000 00	-	-	482	-
57	62	Northampton, .	12 43.4	26,596 10	-	-	2,139	-
71	63	Stockbridge, .	12 31.5	5,000 00	-	-	406	-
63	64	N. Braintree, .	12 17.5	1,550 00	45 00	1,595 00	131	-
72	65	No. Andover, .	12 09.9	6,800 00	-	-	562	127 00
91	66	Barre, .	12 05.6	4,500 00	225 97	4,725 97	392	-
77	67	Southboro', .	12 04.1	4,500 00	196 02	4,696 02	390	-
62	68	Longmeadow, .	11 99.3	3,000 00	130 08	3,130 08	261	-
89	69	Lawrence, .	11 94.2	56,814 85	1,069 58	57,884 43	4,847	-
97	70	Ashland, .	11 93.6	5,300 00	-	-	444	-
80	71	Lynn, .	11 85.8	80,729 66	-	-	6,808	-
33	72	Barnstable, .	11 69.6	9,900 00	65 51	9,965 51	852	241 25
67	73	Greenfield, .	11 67.4	7,500 00	-	-	648	50 00
170	74	Upton, .	11 44.4	4,200 00	-	-	367	-
69	75	Taunton, .	11 38	39,000 00	-	-	3,427	-
47	76	Northboro', .	11 37.9	3,300 00	-	-	290	-
51	77	Granby, .	11 35.2	1,550 00	96 00	1,646 00	145	-
117	78	Sunderland, .	11 25	1,800 00	-	-	160	-
96	79	Wendell, .	11 25	900 00	-	-	80	-
153	80	Sandwich, .	11 24.2	8,000 00	184 20	8,184 20	728	28 00

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds with Live Tax appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
53	81	W. Springfield,	\$11 15.4	\$6,100 00	\$335 70	\$6,435 70	577	-
155	82	Westford,	11 44.1	2,500 00	173 33	2,673 33	240	-
81	83	Methuen,	11 12.4	6,100 00	307 71	6,407 71	576	-
159	84	Carlisle,	11 11.4	850 00	72 50	922 50	83	-
54	85	Fairhaven,	11 06.1	5,000 00	198 79	5,198 79	470	-
118	86	Montgomery,	11 05.1	600 00	52 03	652 03	59	\$90 00
156	87	Petersham,	11 03	2,000 00	106 72	2,106 72	191	-
204	88	Plainfield,	11 00	800 00	36 35	836 35	76	-
79	89	Chicopee,	11 00.1	23,000 00	-	-	2,118	-
101	90	Canton,	10 98.2	9,500 00	-	-	865	-
94	91	Charlton,	10 95.4	3,910 67	-	-	357	-
163	92	Raynham,	10 95	3,000 00	-	-	274	-
48	93	Belchertown,	10 94.7	5,000 00	112 31	5,112 31	467	-
109	94	Salem,	10 90.4	57,689 63	1,410 50	59,100 13	5,420	-
88	95	Weymouth,	10 85.3	21,000 00	-	-	1,935	635 00
65	96	Beverly,	10 79.1	15,000 00	-	-	1,390	-
110	97	Westhampton,	10 78.9	1,400 00	45 77	1,445 77	134	-
95	98	E. Bridgew'r,	10 68.2	5,600 00	200 18	5,800 18	543	-
99	99	Halifax,	10 67.2	1,000 00	13 80	1,013 80	95	-
83	100	Burlington,	10 61.6	900 00	87 30	987 30	93	-
122	101	Shrewsbury,	10 60.6	2,800 00	-	-	264	-
105	102	Gloucester,	10 59.4	34,400 00	-	-	3,247	200 00
148	103	Douglas,	10 54	3,700 00	178 67	3,878 67	368	-
112	104	Yarmouth,	10 50	3,800 00	54 34	3,854 34	367	100 00
84	105	Wakefield,	10 49	9,200 00	-	-	877	-
114	106	Acushnet,	10 47.2	2,000 00	84 00	2,084 00	199	23 00
206	107	Foxborough,	10 46.5	5,400 00	-	-	516	-
146	108	Adams,	10 45.4	26,000 00	-	-	2,487	-
176	109	Berkley,	10 39.2	1,200 00	47 04	1,247 04	120	-
108	110	Shelburne,	10 37.3	3,500 00	-	-	241	125 00
144	111	Tewksbury,	10 37	2,000 00	115 37	2,115 37	204	-
126	112	Wrentham,	10 34.7	3,700 00	242 38	3,942 38	381	-
162	113	Sterling,	10 34.5	3,000 00	-	-	290	-
169	114	Hatfield,	10 30.9	3,000 00	-	-	291	-
58	115	Wellfleet,	10 30.9	5,000 00	-	-	485	-
66	116	Nantucket,	10 30	6,000 00	-	-	583	-
74	117	Leicester,	10 29.6	4,973 00	-	-	483	-
167	118	Saugus,	10 26.7	5,000 00	-	-	487	-
70	119	Woburn,	10 26	21,000 00	-	-	2,047	-
138	120	Braintree,	10 22.9	7,000 00	385 00	7,385 00	722	-
121	121	Newburyport,	10 22	26,000 00	-	-	2,544	-
215	122	Conway,	10 19.5	2,950 00	159 48	3,109 48	305	350 00
36	123	Sudbury,	10 17.3	2,350 00	-	-	231	-
193	124	Heath,	10 17	1,200 00	-	-	118	26 50
280	125	Dracut,	10 15.4	3,300 00	-	-	325	111 25
134	126	Wayland,	10 12.8	2,275 00	95 01	2,370 01	234	-
75	127	Boxborough,	10 12.7	800 00	-	-	79	-
173	128	Bellingham,	10 09.7	2,000 00	140 63	2,140 63	212	-
196	129	Westminster,	10 03.1	3,180 00	-	-	317	-
152	130	N. Bridgew'r,	10 01.8	16,500 00	-	-	1,647	-

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
85	131	Paxton, .	\$10 00	\$1,200 00	-	-	120	-
149	132	Ipswich, .	9 99.9	5,400 00	\$199 35	\$5,599 55	560	-
191	133	Natick, .	9 97.9	14,000 00	-	-	1,403	-
103	134	Wenham, .	9 90.5	1,600 00	74 00	1,674 00	169	-
98	135	Leominster, .	9 87.7	6,825 00	-	-	691	-
78	136	Manchester, .	9 85.9	2,800 00	-	-	284	-
182	137	Littleton, .	9 85.2	2,000 00	-	-	203	-
265	138	Princeton, .	9 84.8	2,200 00	75 00	2,275 00	231	-
87	139	Stow, .	9 78.4	1,900 00	184 00	2,084 00	213	-
227	140	Falmouth, .	9 77.9	3,800 00	53 00	3,853 00	394	-
90	141	Harvard, .	9 75.6	2,400 00	-	-	246	-
100	142	Hull, .	9 75.6	400 00	-	-	41	-
242	143	Warwick, .	9 75.6	1,200 00	-	-	123	\$25 00
141	144	Dalton, .	9 72.8	2,500 00	-	-	257	-
116	145	Boylston, .	9 72.2	1,400 00	-	-	144	-
50	146	Lenox, .	9 69.5	3,500 00	-	-	361	50 00
123	147	Brookfield, .	9 68.8	4,600 00	283 00	4,883 00	504	-
104	148	Orange, .	9 64.5	3,800 00	-	-	394	-
202	149	Clinton, .	9 62.7	9,887 73	-	-	1,027	-
161	150	Danvers, .	9 60.1	11,000 00	328 70	11,328 70	1,180	-
160	151	Westport, .	9 59.9	5,000 00	250 86	5,250 86	547	-
115	152	Cohasset, .	9 55	4,200 00	135 81	4,335 81	454	30 00
177	153	Tyngsboro', .	9 54.5	1,050 00	-	-	110	-
151	154	Dana, .	9 53.4	1,000 00	58 26	1,058 26	111	-
55	155	Wilmington, .	9 50.9	1,550 00	-	-	163	-
200	156	Ashby, .	9 47.4	1,800 00	-	-	190	-
143	157	Medway, .	9 42.8	6,000 00	297 58	6,297 58	668	-
252	158	Groton, .	9 38.3	3,500 00	-	-	373	-
120	159	Orleans, .	9 36.2	2,200 00	-	-	235	-
106	160	Greenwich, .	9 34.6	1,000 00	-	-	107	-
179	161	Attleborough, .	9 30.9	12,500 00	764 91	13,264 91	1,425	212 00
208	162	Dartmouth, .	9 28.2	4,500 00	307 98	4,807 98	518	-
132	163	Dighton, .	9 28.1	2,300 00	447 14	2,747 14	296	-
150	164	Uxbridge, .	9 20.8	5,500 00	282 59	5,782 59	628	29 00
76	165	Westborough, .	9 20.5	6,775 00	-	-	736	-
129	166	No. Reading, .	9 20.2	1,500 00	-	-	163	500 00
231	167	Stoughton, .	9 17.9	9,453 40	523 73	9,977 13	1,087	-
147	168	Erving, .	9 17.3	1,000 00	73 28	1,073 28	117	32 00
128	169	Franklin, .	9 15.8	5,000 00	-	-	546	-
279	170	Carver, .	9 10.1	1,600 00	101 81	1,701 81	187	-
195	171	Pittsfield, .	9 09.7	24,762 64	-	-	2,722	-
251	172	So. Scituate, .	9 09.6	2,500 00	165 00	2,665 00	293	-
140	173	Athol, .	9 08.3	4,856 00	303 29	5,159 29	568	-
181	174	Southampton, .	9 05.9	1,850 00	88 61	1,938 61	214	-
186	175	Marlborough, .	9 02.9	20,000 00	-	-	2,215	-
125	176	Sheffield, .	9 01.8	3,200 00	127 83	3,327 83	369	462 00
119	177	Georgetown, .	8 99	3,900 00	-	-	446	-
185	178	W. Bridgew'r, .	8 96	3,000 00	153 99	3,153 99	352	-
93	179	Bedford, .	8 94.3	1,600 00	72 31	1,672 31	187	-
136	180	Sturbridge, .	8 92.8	3,500 00	-	-	392	-

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated to towns for the support of schools and is yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
166	181	Prescott, .	\$8 84.8	\$800 00	\$22 87	\$822 87	93	-
184	182	Shirley, .	8 82.5	2,000 00	277 00	2,277 00	258	-
137	183	Rutland, .	8 81.1	2,000 00	-	-	227	\$48 00
271	184	Edgartown, .	8 80.5	2,500 00	-	-	318	-
232	185	Rochester, .	8 76.2	1,500 00	85 87	1,585 87	181	-
243	186	Hubbardston, .	8 75.6	2,500 00	13 00	2,513 00	287	-
197	187	Monson, .	8 74.3	4,800 00	-	-	549	-
272	188	Shutesbury, .	8 73.8	1,000 00	31 13	1,031 13	118	-
139	189	Fall River, .	8 70.3	60,000 00	-	-	6,894	-
203	190	Salisbury, .	8 66.7	6,000 00	162 35	6,162 35	711	-
135	191	Holyoke, .	8 62.8	20,000 00	-	-	2,318	-
172	192	Lakeville, .	8 58.6	1,803 00	-	-	210	-
210	193	Ayer, .	8 57.1	3,000 00	-	-	350	-
258	194	Abington, .	8 55.6	18,000 00	643 27	18,643 27	2,179	-
142	195	Hanover, .	8 54.5	2,700 00	42 88	2,742 88	321	-
328	196	Lee, .	8 54.1	7,251 00	-	-	849	500 00
175	197	Easton, .	8 52.6	7,000 00	-	-	821	66 67
189	198	Templeton, .	8 49	4,000 00	160 00	4,180 00	490	-
238	199	Ashburnham, .	8 48.2	3,500 00	105 09	3,605 09	425	-
124	200	Holliston, .	8 45.3	5,500 00	231 38	5,731 38	678	-
282	201	Montague, .	8 44.6	5,000 00	-	-	592	-
211	202	Williamstown, .	8 42.3	5,500 00	-	-	653	-
221	203	Wareham, .	8 40.3	5,000 00	-	-	595	-
194	204	Mendon, .	8 39.6	1,700 00	273 11	1,973 11	235	-
311	205	Egremont, .	8 37.4	1,200 00	64 48	1,264 48	151	87 75
187	206	Rehoboth, .	8 35.8	2,800 00	-	-	335	-
292	207	Chelmsford, .	8 35.1	4,000 00	-	-	479	-
130	208	Dunstable, .	8 33.3	800 00	-	-	96	-
266	209	Dover, .	8 32.9	1,000 00	74 49	1,074 49	129	-
220	210	Somerset, .	8 32.3	2,617 79	120 39	2,738 18	329	-
229	211	Marblehead, .	8 31.1	13,000 00	356 42	13,356 42	1,607	200 00
133	212	Marshfield, .	8 24.9	2,500 00	131 68	2,631 68	319	-
228	213	Acton, .	8 24.7	2,375 00	33 00	2,408 00	292	-
145	214	Townsend, .	8 24.2	3,000 00	-	-	364	-
157	215	Boxford, .	8 22.9	1,200 00	149 58	1,349 58	164	-
223	216	Hopkinton, .	8 19.7	9,000 00	-	-	1,098	-
267	217	Huntington, .	8 08.7	1,500 00	76 97	1,576 97	196	40 00
246	218	Bolton, .	8 08.1	1,600 00	-	-	198	-
254	219	Hawley, .	8 06.4	1,000 00	-	-	124	24 00
207	220	Northbridge, .	8 04.5	6,050 00	-	-	752	-
188	221	Gt. Barrington, .	8 01.2	7,000 00	242 88	7,242 88	904	200 00
113	222	Provincetown, .	8 01.1	6,505 00	-	-	812	-
190	223	Millbury, .	8 00.4	7,500 00	-	-	937	-
289	224	Windsor, .	8 00	1,000 00	-	-	125	64 00
154	225	Amesbury, .	7 95.5	7,600 00	275 00	7,875 00	990	240 00
180	226	New Salem, .	7 95.1	1,250 00	38 00	1,288 00	162	-
131	227	W. Newbury, .	7 94.5	3,567 61	-	-	449	-
192	228	Oxford, .	7 93.7	4,000 00	-	-	504	142 00
253	229	Dudley, .	7 91.1	4,550 00	164 98	4,714 98	596	-
164	230	Norfolk, .	7 86.1	1,600 00	98 00	1,698 00	216	-

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
247	231	Wilbraham, .	\$7 81.3	\$2,500 00	\$570 60	\$3,070 60	393	\$310 00
226	232	Oakham, .	7 77.8	1,200 00	106 72	1,306 72	168	-
248	233	Grafton, .	7 73.5	6,900 00	-	-	892	425 00
201	234	Middleton, .	7 72.4	1,500 00	60 41	1,560 41	202	-
298	235	Scituate, .	7 71.7	3,650 00	-	-	473	-
233	236	Brewster, .	7 69.2	2,000 00	-	-	260	-
308	237	Freetown, .	7 69.2	1,800 00	-	-	234	22 00
307	238	Pepperell, .	7 69.2	2,500 00	-	-	325	-
212	239	Enfield, .	7 68.7	1,300 00	83 61	1,383 61	180	-
222	240	Milford, .	7 67.1	18,286 74	300 00	18,586 74	2,423	-
249	241	Eastham, .	7 66.6	1,150 00	-	-	150	-
216	242	Middleboro', .	7 63.4	7,000 00	-	-	917	-
174	243	Billerica, .	7 61.4	3,000 00	-	-	394	-
225	244	Deerfield, .	7 59.5	5,210 29	-	-	686	131 84
287	245	Charlemont, .	7 57.3	1,500 00	44 84	1,544 84	204	78 00
256	246	Gardner, .	7 54.9	4,800 00	280 42	5,080 42	673	-
199	247	Hamilton, .	7 53.1	1,000 00	54 35	1,054 35	140	-
305	248	Truro, .	7 51.3	2,000 00	13 49	2,013 49	268	-
337	249	Southwick, .	7 50	1,400 00	137 58	1,537 58	205	-
259	250	Norton, .	7 49.1	2,000 00	-	-	267	-
321	251	Rowe, .	7 49	1,000 00	63 55	1,063 55	142	-
281	252	Chesterfield, .	7 46.3	1,000 00	-	-	134	525 00
165	253	Pelham, .	7 46.3	1,000 00	-	-	134	-
213	254	Chester, .	7 45.1	1,900 00	-	-	255	65 00
284	255	Spencer, .	7 42.9	6,500 00	-	-	875	-
230	256	Brimfield, .	7 37.7	1,800 00	-	-	244	-
198	257	Holden, .	7 36.3	3,000 00	210 18	3,210 18	436	-
217	258	Leverett, .	7 36.1	1,000 00	52 56	1,052 56	143	50 00
219	259	Northfield, .	7 35.6	2,500 00	-	-	340	-
296	260	Alford, .	7 35.3	500 00	-	-	68	-
250	261	Hadley, .	7 35.3	3,500 00	-	-	476	-
209	262	Dennis, .	7 33.8	5,000 00	11 74	5,011 74	683	-
252	263	Tisbury, .	7 33.3	2,200 00	-	-	300	-
111	264	Randolph, .	7 32.4	7,500 00	-	-	1,024	-
178	265	Newbury, .	7 32.2	1,500 00	59 32	1,539 32	213	-
239	266	Phillipston, .	7 24.7	1,000 00	87 12	1,087 12	150	-
241	267	Winchendon, .	7 24.6	5,500 00	-	-	759	-
224	268	Essex, .	7 18.4	2,500 00	-	-	348	-
299	269	Webster, .	7 18.2	5,600 00	217 80	5,817 80	810	-
240	270	Duxbury, .	7 17.9	3,000 00	209 08	3,209 08	447	-
268	271	Goshen, .	7 14.3	500 00	-	-	70	206 75
244	272	Hinsdale, .	7 14.3	2,500 00	-	-	350	-
257	273	Easthampton, .	7 13	6,000 00	159 63	6,159 63	864	-
171	274	Ashfield, .	7 09.3	1,500 00	25 00	1,500 25	215	543 00
102	275	Ware, .	7 08.3	7,000 00	210 52	7,210 52	1,018	-
317	276	Middlefield, .	7 07.1	1,050 00	84 42	1,138 42	161	-
205	277	Hudson, .	7 05.1	5,500 00	-	-	780	-
301	278	Rowley, .	7 03.9	1,450 00	-	-	206	100 00
333	279	Savoy, .	6 99.3	1,000 00	-	-	143	533 25
274	280	Southbridge, .	6 96.7	7,650 00	-	-	1,098	-

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
310	281	Maynard, .	\$6 96.2	\$3,000 00	-	-	431	-
278	282	Rockport, .	6 95	5,400 00	-	-	777	-
295	283	Becket, .	6 93.1	1,800 00	\$92 26	\$1,892 26	273	\$370 00
262	284	Hanson, .	6 91.2	1,500 00	-	-	217	-
283	285	Topsfield, .	6 91.2	1,500 00	-	-	217	37 00
329	286	N. Marlboro', .	6 83.5	2,350 00	329 28	2,679 28	392	100 00
168	287	Bernardston, .	6 81.5	1,000 00	56 32	1,056 32	155	-
245	288	W. Brookfield, .	6 73.9	2,500 00	-	-	371	-
291	289	Palmer, .	6 72.5	5,000 00	312 73	5,312 73	790	-
264	290	Ludlow, .	6 72.3	1,600 00	-	-	238	-
309	291	Holland, .	6 70.8	500 00	50 03	550 03	82	-
302	292	Auburn, .	6 70	1,500 00	-	-	224	-
270	293	Chatham, .	6 69.3	3,500 00	134 12	3,634 12	543	31 50
304	294	Plympton, .	6 69.1	1,000 00	104 00	1,104 00	165	5 00
288	295	Blackstone, .	6 67	7,000 00	544 11	7,544 11	1,131	-
235	296	Whately, .	6 66.7	1,500 00	-	-	225	-
237	297	Tyringham, .	6 61	700 00	46 95	746 95	113	-
234	298	N. Brookfield, .	6 60.4	5,000 00	329 68	5,329 68	807	-
273	299	Wales, .	6 58.2	800 00	88 55	888 55	135	-
276	300	Blandford, .	6 49.7	1,200 00	106 06	1,306 06	201	579 00
260	301	Pembroke, .	6 42.6	1,500 00	100 00	1,600 00	249	-
180	302	Gosnold, .	6 41.8	100 00	9 11	109 11	17	-
277	303	Leyden, .	6 31.6	600 00	-	-	95	-
306	304	Marion, .	6 31.6	1,200 00	-	-	190	-
218	305	Cheshire, .	6 30.2	2,500 00	77 54	2,577 54	409	-
297	306	Chilmark, .	6 25	550 00	-	-	88	-
286	307	Sharon, .	6 22.9	1,500 00	163 32	1,163 32	267	-
214	308	Hardwick, .	6 17.6	2,500 00	125 00	2,625 00	425	-
293	309	Coleraine, .	6 17.3	2,000 00	-	-	324	150 00
313	310	Williamsburg, .	6 15.5	3,000 00	163 58	3,163 58	514	-
263	311	Harwich, .	6 13.5	5,000 00	-	-	815	-
275	312	Agawam, .	6 12.7	2,500 00	-	-	408	110 00
290	313	Gill, .	6 10.7	800 00	-	-	131	449 00
303	314	Peru, .	6 06.1	600 00	-	-	99	-
269	315	Monroe, .	5 95.4	250 00	-	-	42	-
285	316	Lanesboro', .	5 88.2	2,000 00	-	-	340	-
315	317	W. Boylston, .	5 78	3,300 00	202 01	3,502 01	607	43 00
300	318	Groveland, .	5 75.6	2,268 00	-	-	394	-
314	319	Monterey, .	5 59.4	800 00	-	-	143	280 00
319	320	Royalston, .	5 58	1,000 00	250 03	1,250 03	224	-
330	321	New Ashford, .	5 54.8	188 00	67 19	255 19	46	8 00
261	322	Cummington, .	5 48.7	1,000 00	59 07	1,059 07	193	400 00
327	323	Mt. Washing'n, .	5 34.4	300 00	42 00	342 00	64	50 00
324	324	Otis, .	5 33.6	1,000 00	78 00	1,078 00	202	32 00
236	325	Russell, .	5 33.3	800 00	-	-	150	-
336	326	Washington, .	5 31.9	1,000 00	-	-	188	100 00
294	327	Granville, .	5 29.4	1,800 00	-	-	340	20 00
316	328	Sandisfield, .	5 28.2	1,500 00	-	-	284	-
339	329	Clarksburg, .	5 22.9	800 00	-	-	153	650 00
323	330	Worthington, .	5 22.9	800 00	-	-	153	822 00

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
326	331	Berlin, . . .	5 11.1	\$1,000 00	\$104 00	\$1,104 00	216	-
320	332	W. Stockbr'ge,	5 02.5	2,000 00	-	-	398	\$230 00
334	333	Mattapoisett, .	4 96.2	1,300 00	-	-	262	-
332	334	Mansfield, . .	4 83.4	2,335 00	-	-	483	-
312	335	Tolland, . . .	4 69.8	500 00	54 63	554 63	118	172 75
318	336	Sutton, . . .	4 67.1	3,500 00	176 42	3,676 42	787	25 00
331	337	Hancock, . . .	4 45.8	700 00	-	-	157	-
322	338	Florida, . . .	3 90	800 00	93 00	893 00	229	-
335	339	Buckland, . . .	3 82.4	1,500 00	87 09	1,587 09	415	-
338	340	Richmond, . .	3 57.2	700 00	64 32	764 32	214	-
325	341	Mashpee, . . .	3 19.9	250 00	21 95	271 95	85	-
340	342	Gay Head, . .	3 00	90 00	-	-	30	-



## GRADUATED TABLES—FIRST SERIES.

## [COUNTY TABLES.]

*Table showing the comparative amount of Money appropriated by the different Towns in each of the Counties in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.*

## BARNSTABLE COUNTY.

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BARNSTABLE, .	\$11 69.6	\$9,900 00	\$65 51	\$9,965 51	852	\$241 25
6	2	Sandwich, .	11 24.2	8,000 00	184 20	8,184 20	728	28 00
3	3	Yarmouth, .	10 50	3,800 00	54 34	3,854 34	367	100 00
2	4	Wellfleet, .	10 30.9	5,000 00	—	—	485	—
8	5	Falmouth, .	9 77.9	3,800 00	53 00	3,853 00	394	—
5	6	Orleans, .	9 36.2	2,200 00	—	—	235	—
4	7	Provincetown, .	8 01.1	6,505 00	—	—	812	—
9	8	Brewster, .	7 69.2	2,000 00	—	—	260	—
10	9	Eastham, .	7 66.6	1,150 00	—	—	150	—
13	10	Truro, .	7 51.3	2,000 00	13 49	2,013 49	268	—
7	11	Dennis, .	7 33.8	5,000 00	11 74	5,011 74	683	—
12	12	Chatham, .	6 69.3	3,500 00	134 12	3,634 12	543	31 50
11	13	Harwich, .	6 13.5	5,000 00	—	—	815	—
14	14	Mashpee, .	3 19.9	250 00	21 95	271 95	85	—

## BERKSHIRE COUNTY.

2	1	STOCKBRIDGE, .	\$12 31.5	\$5,000 00	—	—	406	—
5	2	Adams, .	10 45.4	26,000 00	—	—	2,487	—
4	3	Dalton, .	9 72.8	2,500 00	—	—	257	—
1	4	Lenox, .	9 69.5	3,500 00	—	—	361	\$50 00
7	5	Pittsfield, .	9 09.7	24,762 64	—	—	2,722	—
3	6	Sheffield, .	9 01.8	3,200 00	\$127 83	\$3,327 83	369	462 00
24	7	Lee, .	8 54.1	7,251 00	—	—	849	500 00
8	8	Williamstown, .	8 42.3	5,500 00	—	—	653	—
17	9	Egremont, .	8 37.4	1,200 00	64 48	1,264 48	151	87 75
6	10	Gt. Barrington, .	8 01.2	7,000 00	242 88	7,242 88	904	200 00

## BERKSHIRE COUNTY—CONCLUDED.

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
13	11	Windsor, .	\$8 00	\$1,000 00	-	-	125	\$64 00
15	12	Alford, .	7 35.3	500 00	-	-	68	-
11	13	Hinsdale, .	7 14.3	2,500 00	-	-	350	-
28	14	Savoy, .	6 99.3	1,000 00	-	-	143	533 25
14	15	Becket, .	6 83.1	1,800 00	\$92 26	\$1,892 26	273	370 00
25	16	N. Marlboro', .	6 83.5	2,350 00	329 28	2,679 28	392	100 00
10	17	Tyringham, .	6 61	700 00	46 95	746 95	113	-
9	18	Cheshire, .	6 30.2	2,500 00	77 54	2,577 54	409	-
16	19	Peru, .	6 06.1	600 00	-	-	99	-
12	20	Lanesboro', .	5 88.2	2,000 00	-	-	340	-
18	21	Monterey, .	5 59.4	800 00	-	-	143	280 00
26	22	New Ashford, .	5 54.8	188 00	67 19	255 19	46	8 00
23	23	Mt. Washing'n, .	5 34.4	300 00	42 00	342 00	64	50 00
22	24	Otis, .	5 33.6	1,000 00	78 00	1,078 00	202	32 00
29	25	Washington, .	5 31.9	1,000 00	-	-	188	100 00
19	26	Sandisfield, .	5 28.2	1,500 00	-	-	284	-
31	27	Clarksburg, .	5 22.9	800 00	-	-	153	650 00
20	28	W. Stockb'ge, .	5 02.5	2,000 00	-	-	398	230 00
27	29	Hancock, .	4 45.8	700 00	-	-	157	-
21	30	Florida, .	3 90	800 00	93 00	893 00	229	-
30	31	Richmond, .	3 57.2	700 00	64 32	764 32	214	-

## BRISTOL COUNTY.

1	1	NEW BEDFORD, .	\$15 37.2	\$60,392 52	\$636 15	61,028 67	3,970	-
3	2	Swansea, .	13 25.6	3,022 42	-	-	228	-
8	3	Seekonk, .	13 07.2	2,000 00	-	-	153	\$200 00
4	4	Taunton, .	11 38	39,000 00	-	-	3,427	-
2	5	Fairhaven, .	11 06.1	5,000 00	198 79	5,198 79	470	-
10	6	Raynham, .	10 95	3,000 00	-	-	274	-
5	7	Acushnet, .	10 47.2	2,000 00	84 00	2,084 00	199	23 00
12	8	Berkley, .	10 39.2	1,200 00	47 04	1,247 04	120	-
9	9	Westport, .	9 59.9	5,000 00	250 86	5,250 86	547	-
13	10	Attleborough, .	9 30.9	12,500 00	764 91	13,264 91	1,425	212 00
15	11	Dartmouth, .	9 28.2	4,500 00	307 98	4,807 98	518	-
6	12	Dighton, .	9 28.1	2,300 00	447 14	2,747 14	296	-
7	13	Fall River, .	8 70.3	60,000 00	-	-	6,894	-
11	14	Easton, .	8 52.6	7,000 00	-	-	821	66 67
14	15	Rehoboth, .	8 35.8	2,800 00	-	-	335	-
16	16	Somerset, .	8 32.3	2,617 79	120 39	2,738 18	329	-
18	17	Freetown, .	7 69.2	1,800 00	-	-	234	22 00
17	18	Norton, .	7 49.1	2,000 00	-	-	267	-
19	19	Mansfield, .	4 83.4	2,335 00	-	-	483	-

## DUKES COUNTY.

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated by towns for each child between 3 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
3	1	EDGARTOWN, .	\$8 80.5	\$2,800 00	-	-	318	-
2	2	Tisbury, .	7 33.3	2,200 00	-	-	300	-
1	3	Gosnold, .	6 41.8	100 00	\$9 11	\$109 11	17	-
4	4	Chilmark, .	6 25	550 00	-	-	88	-
5	5	Gay Head, .	3 00	90 00	-	-	30	-

## ESSEX COUNTY.

1	1	NAHANT, .	\$25 25.3	\$2,500 00	-	-	99	-
6	2	Haverhill, .	16 99.2	38,000 00	1,437 71	39,437 71	2,321	-
2	3	Swampscott, .	16 90.1	6,000 00	-	-	355	-
3	4	Peabody, .	16 15.8	23,800 00	486 24	24,286 24	1,503	-
5	5	Bradford, .	13 90	5,600 00	-	-	396	-
4	6	Andover, .	13 77.4	10,000 00	-	-	726	-
18	7	Lynnfield, .	13 41.3	1,500 00	55 95	1,555 95	116	-
8	8	No. Andover, .	12 09.9	6,800 00	-	-	562	\$127 00
12	9	Lawrence, .	11 94.2	56,814 85	1,069 58	57,884 43	4,847	-
10	10	Lynn, .	11 85.8	80,729 66	-	-	6,808	-
11	11	Methuen, .	11 12.4	6,100 00	307 71	6,407 71	576	-
15	12	Salem, .	10 90.4	57,689 63	1,410 50	59,100 13	5,420	-
7	13	Beverly, .	10 79.1	15,000 00	-	-	1,390	-
14	14	Gloucester, .	10 59.4	34,400 00	-	-	3,217	200 00
24	15	Saugus, .	10 26.7	5,000 00	-	-	487	-
17	16	Newburyport, .	10 22	26,000 00	-	-	2,544	-
20	17	Ipswich, .	9 99.9	5,400 00	199 55	5,599 55	560	-
13	18	Wenham, .	9 90.5	1,600 00	74 00	1,674 00	169	-
9	19	Manchester, .	9 85.9	2,800 00	-	-	284	-
23	20	Danvers, .	9 60.1	11,000 00	328 70	11,328 70	1,180	-
16	21	Georgetown, .	8 99	3,900 00	-	-	446	-
28	22	Salisbury, .	8 66.7	6,000 00	162 35	6,162 35	711	-
30	23	Marblehead, .	8 31.1	13,000 00	356 42	13,356 42	1,607	200 00
22	24	Boxford, .	8 22.9	1,200 00	149 58	1,349 58	164	-
21	25	Amesbury, .	7 95.5	7,600 00	275 00	7,875 00	990	240 00
19	26	W. Newbury, .	7 94.5	3,567 61	-	-	449	-
27	27	Middleton, .	7 72.4	1,500 00	60 41	1,560 41	202	-
26	28	Hamilton, .	7 53.1	1,000 00	54 35	1,054 35	140	-
25	29	Newbury, .	7 32.2	1,500 00	59 32	1,559 32	213	-
29	30	Essex, .	7 18.4	2,500 00	-	-	348	-
34	31	Rowley, .	7 03.9	1,450 00	-	-	206	100 00
31	32	Rockport, .	6 95	5,400 00	-	-	777	-
32	33	Topsfield, .	6 91.2	1,500 00	-	-	217	37 00
33	34	Groveland, .	5 75.6	2,268 00	-	-	394	-

## FRANKLIN COUNTY.

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	GREENFIELD, .	\$11 57.4	\$7,500 00	-	-	648	\$50 00
5	2	Sunderland, .	11 25	1,800 00	-	-	160	-
2	3	Wendell, .	11 25	900 00	-	-	80	-
4	4	Shelburne, .	10 37.3	3,500 00	-	-	241	125 00
11	5	Conway, .	10 19.5	2,950 00	\$159 48	\$3,109 48	305	350 00
10	6	Heath, .	10 17	1,200 00	-	-	118	26 50
16	7	Warwick, .	9 75.6	1,200 00	-	-	123	25 00
3	8	Orange, .	9 64.5	3,800 00	-	-	394	-
6	9	Erving, .	9 17.3	1,000 00	73 28	1,073 28	117	32 00
19	10	Shutesbury, .	8 73.8	1,000 00	31 13	1,031 13	118	-
21	11	Montague .	8 44.6	5,000 00	-	-	592	-
17	12	Hawley, .	8 06.4	1,000 00	-	-	124	24 00
9	13	New Salem, .	7 95.1	1,250 00	38 00	1,288 00	162	-
14	14	Deerfield, .	7 59.5	5,210 29	-	-	686	131 84
22	15	Charlмонт, .	7 57.3	1,500 00	44 84	1,544 84	204	78 00
25	16	Rowe, .	7 49	1,000 00	63 55	1,063 55	142	-
12	17	Leverett, .	7 36.1	1,000 00	52 56	1,052 56	143	50 00
13	18	Northfield, .	7 35.6	2,500 00	-	-	340	-
8	19	Ashfield, .	7 09.3	1,500 00	25 00	1,525 00	215	543 00
7	20	Bernardston, .	6 81.5	1,000 00	56 32	1,056 32	155	-
15	21	Whately, .	6 66.7	1,500 00	-	-	225	-
20	22	Leyden, .	6 31.6	600 00	-	-	95	-
24	23	Coleraine, .	6 17.3	2,000 00	-	-	324	150 00
23	24	Gill, .	6 10.7	800 00	-	-	131	449 00
18	25	Monroe, .	5 95.4	250 00	-	-	42	-
26	26	Buckland, .	3 82.4	1,500 00	87 09	1,587 09	415	-

## HAMPDEN COUNTY.

1	1	SPRINGFIELD, .	\$20	15.1		\$87,273 13	-	-	4,331	-
2	2	Westfield, .	15	24.3		17,970 25	\$626 40	18,596 65	1,220	-
4	3	Longmeadow, .	11	99.3		3,000 00	130 08	3,130 08	261	-
3	4	W. Springfield, .	11	15.4		6,100 00	335 70	6,435 70	577	-
6	5	Montgomery, .	11	05.1		600 00	52 03	652 03	59	\$90 00
5	6	Chicopee, .	11	00.1		23,000 00	-	-	2,118	-
8	7	Monson, .	8	74.3		4,800 00	-	-	549	-
7	8	Holyoke, .	8	62.8		20,000 00	-	-	2,318	-
12	9	Wilbraham, .	7	81.3		2,500 00	570 60	3,070 60	393	310 00
21	10	Southwick, .	7	50		1,400 00	137 58	1,537 58	205	-
9	11	Chester, .	7	45.1		1,900 00	-	-	255	65 00
10	12	Brimfield, .	7	37.7		1,800 00	-	-	244	-
17	13	Palmer, .	6	72.5		5,000 00	312 73	5,312 73	790	-
13	14	Ludlow, .	6	72.3		1,600 00	-	-	238	-
19	15	Holland, .	6	70.8		500 00	50 03	550 03	82	-
14	16	Wales, .	6	58.2		800 00	88 55	888 55	135	-

## HAMPDEN COUNTY—CONCLUDED.

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
16	17	Blandford, .	\$6 49.7	\$1,200 00	\$106 06	\$1,306 06	201	\$579 00
15	18	Agawam, .	6 12.7	2,500 00	-	-	408	110 00
11	19	Russell, .	5 33.3	800 00	-	-	150	-
18	20	Granville, .	5 29.4	1,800 00	-	-	340	20 00
20	21	Tolland, .	4 69.8	500 00	54 43	554 43	118	172 75

## HAMPSHIRE COUNTY.

1	1	AMHERST, .	\$13 82	\$9,200 00	\$210 85	9,410 85	681	-
2	2	So. Hadley, .	13 51	7,000 00	214 48	7,214 48	534	-
5	3	Northampton, .	12 43.4	26,596 10	-	-	2,139	-
4	4	Granby, .	11 35.2	1,550 00	96 00	1,646 00	145	-
13	5	Plainfield, .	11 00.4	800 00	36 85	836 85	76	-
3	6	Belchertown, .	10 94.7	5,000 00	112 31	5,112 31	467	-
8	7	Westhampton, .	10 78.9	1,400 00	45 77	1,445 77	134	-
11	8	Hatfield, .	10 30.9	3,000 00	-	-	291	-
7	9	Greenwich, .	9 34.6	1,000 00	-	-	107	-
12	10	Southampton, .	9 05.9	1,850 00	88 61	1,938 61	214	-
10	11	Prescott, .	8 84.8	800 00	22 87	822 87	93	-
18	12	Huntington, .	8 08.7	1,500 00	76 97	1,576 97	195	\$40 00
14	13	Enfield, .	7 68.7	1,300 00	83 61	1,383 61	180	-
20	14	Chesterfield, .	7 46.3	1,000 00	-	-	134	525 00
9	15	Pelham, .	7 46.3	1,000 00	-	-	134	-
15	16	Hadley, .	7 35.3	3,500 00	-	-	476	-
19	17	Goshen, .	7 14.3	500 00	-	-	70	206 75
16	18	Easthampton, .	7 13	6,000 00	159 63	6,159 63	864	-
6	19	Ware, .	7 08.3	7,000 00	210 52	7,210 52	1,018	-
22	20	Middlefield, .	7 07.1	1,050 00	88 42	1,138 42	161	-
21	21	Williamsburg, .	6 15.5	3,000 00	163 58	3,163 58	514	-
17	22	Cummington, .	5 48.7	1,000 00	59 07	1,059 07	193	400 00
23	23	Worthington, .	5 22.9	800 00	-	-	153	822 00

## MIDDLESEX COUNTY.

3	1	NEWTON, .	\$24 40.4	\$61,000 00	\$620 26	61,620 26	2,525	-
7	2	Watertown, .	22 62.4	20,000 00	-	-	884	-
5	3	Arlington, .	20 93	14,629 77	-	-	699	-
10	4	Melrose, .	20 76.7	13,000 00	-	-	626	-
6	5	Lexington, .	20 66.1	7,500 00	-	-	363	-
2	6	Belmont, .	20 38.2	6,400 00	-	-	314	-
1	7	Medford, .	20 01	21,610 66	-	-	1,080	-
12	8	Weston, .	19 96.7	3,594 00	-	-	180	\$100 00

## MIDDLESEX COUNTY—CONCLUDED.

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Leg. Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
9	9	Waltham, .	\$19 89.6	\$26,999 84	-	-	1,357	-
8	10	Brighton, .	19 32.5	19,286 78	-	-	998	-
18	11	Cambridge, .	18 44.3	152,343 85	-	-	8,260	-
13	12	Somerville, .	18 31	53,684 83	-	-	2,932	-
11	13	Winchester, .	17 26.2	9,546 11	-	-	553	-
14	14	Charlestown, .	17 23.2	117,337 78	-	-	6,810	-
16	15	Lowell, .	16 72.2	105,330 00	-	-	6,299	-
4	16	Malden, .	16 21.9	26,000 00	-	-	1,603	-
21	17	Everett, .	15 27	8,000 00	\$261 22	\$8,261 22	541	-
24	18	Reading, .	15 03.7	8,000 00	-	-	532	\$375 00
17	19	Stoneham, .	14 77	13,500 00	-	-	914	-
15	20	Frammingham, .	14 74.4	12,500 00	253 50	12,753 50	865	-
22	21	Lincoln, .	12 59.3	1,700 00	-	-	135	-
26	22	Sherborn, .	12 50	2,000 00	-	-	160	-
19	23	Concord, .	12 44.8	6,000 00	-	-	482	-
32	24	Ashland, .	11 93.6	5,300 00	-	-	444	-
39	25	Westford, .	11 14	2,500 00	173 38	2,673 38	240	-
40	26	Carlisle, .	11 11.4	850 00	72 50	922 50	83	-
28	27	Burlington, .	10 61.6	900 00	87 30	987 30	93	-
29	28	Wakefield, .	10 49	9,200 00	-	-	877	-
37	29	Tewksbury, .	10 37	2,000 00	115 37	2,115 37	204	-
25	30	Woburn, .	10 26	21,000 00	-	-	2,047	-
20	31	Sudbury, .	10 17.3	2,350 00	-	-	231	-
53	32	Dracut, .	10 15.4	3,300 00	-	-	325	111 25
36	33	Wayland, .	10 12.8	2,275 00	95 01	2,370 01	234	-
27	34	Boxborough, .	10 12.7	800 00	-	-	79	-
46	35	Natick, .	9 97.9	14,000 00	-	-	1,403	-
43	36	Littleton, .	9 85.2	2,000 00	-	-	203	-
30	37	Stow, .	9 78.4	1,900 00	184 00	2,084 00	213	-
42	38	Tyngsboro', .	9 54.5	1,050 00	-	-	110	-
23	39	Wilmington, .	9 50.9	1,550 00	-	-	163	-
47	40	Ashby, .	9 47.4	1,800 00	-	-	190	-
52	41	Groton, .	9 38.3	3,500 00	-	-	373	-
34	42	No. Reading, .	9 20.2	1,500 00	-	-	163	500 00
45	43	Marlborough, .	9 02.9	20,000 00	-	-	2,215	-
31	44	Bedford, .	8 94.3	1,600 00	72 31	1,672 31	187	-
44	45	Shirley, .	8 82.5	2,000 00	277 00	2,277 00	258	-
49	46	Ayer, .	8 57.1	3,000 00	-	-	350	-
33	47	Holliston, .	8 45.3	5,500 00	231 38	5,731 38	678	-
54	48	Chelmsford, .	8 35.1	4,000 00	-	-	479	-
35	49	Dunstable, .	8 33.3	800 00	-	-	96	-
51	50	Acton, .	8 24.7	2,375 00	33 00	2,408 00	292	-
38	51	Townsend, .	8 24.2	3,000 00	-	-	364	-
50	52	Hopkington, .	8 19.7	9,000 00	-	-	1,098	-
55	53	Pepperell, .	7 69.2	2,500 00	-	-	325	-
41	54	Billerica, .	7 61.4	3,000 00	-	-	394	-
48	55	Hudson, .	7 05.1	5,500 00	-	-	780	-
56	56	Maynard, .	6 96.2	3,000 00	-	-	431	-

## NANTUCKET COUNTY.

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
		NANTUCKET, .	\$10 30	\$6,000 00	-	-	583	-

## NORFOLK COUNTY.

2	1	BROOKLINE, .	\$30 20.2	\$37,400 00	-	-	1,235	-
1	2	West Roxbury, .	25 92.6	42,000 00	-	-	1,620	-
3	3	Milton, .	22 54.1	11,000 00	-	-	488	-
5	4	Hyde Park, .	19 20.3	25,000 00	\$290 70	25,200 70	1,317	-
4	5	Walpole, .	19 15.2	6,013 67	-	-	314	-
7	6	Dedham, .	16 86.8	17,728 00	-	-	1,051	-
9	7	Medfield, .	14 72.6	2,100 00	108 87	2,208 87	150	-
-	8	Norwood,*	14 52.8	6,000 00	-	-	413	-
6	9	Quincy, .	14 16.2	22,475 00	-	-	1,587	-
8	10	Needham, .	13 91.5	11,000 00	410 85	11,410 85	820	-
-	11	Holbrook,*	12 89.3	4,100 00	-	-	318	-
11	12	Canton, .	10 98.2	9,500 00	-	-	865	-
10	13	Weymouth, .	10 85.3	21,000 00	-	-	1,935	\$635 00
20	14	Foxborough, .	10 46.5	5,400 00	-	-	516	-
14	15	Wrentham, .	10 34.7	3,700 00	242 38	3,942 38	381	-
16	16	Braintree, .	10 22.9	7,000 00	385 00	7,385 00	722	-
19	17	Bellingham, .	10 09.7	2,000 00	140 63	2,140 63	212	-
13	18	Cohasset, .	9 55	4,200 00	135 81	4,335 81	454	30 00
17	19	Medway, .	9 42.8	6,000 00	297 58	6,297 58	668	-
21	20	Stoughton, .	9 17.9	9,453 40	523 73	9,977 13	1,087	-
15	21	Franklin, .	9 15.8	5,000 00	-	-	546	-
22	22	Dover, .	8 32.9	1,000 00	74 49	1,074 49	129	-
18	23	Norfolk, .	7 86.1	1,600 00	98 00	1,698 00	216	-
12	24	Randolph, .	7 32.4	7,500 00	-	-	1,024	-
23	25	Sharon, .	6 22.9	1,500 00	163 32	1,663 32	267	-

## PLYMOUTH COUNTY.

1	1	HINGHAM, .	\$19 28.4	\$14,000 00	-	-	726	-
2	2	Plymouth, .	13 90.1	15,500 00	-	-	1,115	-
4	3	Kingston, .	13 07.2	3,250 00	\$122 50	\$3,372 50	258	\$66 50
3	4	Bridgewater, .	12 72.4	8,100 00	260 00	8,360 00	657	-
5	5	E. Bridgew'er, .	10 68.2	5,600 00	200 18	5,800 18	543	-
6	6	Halifax, .	10 67.2	1,000 00	13 80	1,013 80	95	-
10	7	N. Bridgew'er, .	10 01.8	16,500 00	-	-	1,647	-
7	8	Hull, .	9 75.6	400 00	-	-	41	-
21	9	Carver, .	9 10.1	1,600 00	101 81	1,701 81	187	-
17	10	So. Scituate, .	9 09.6	2,500 00	165 00	2,665 00	293	-
12	11	W. Bridgew'er, .	8 96	3,000 00	153 99	3,153 99	352	-

\* New town.

## PLYMOUTH COUNTY—CONCLUDED.

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with 10¢ Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
15	12	Rochester, .	\$8 76.2	\$1,500 00	\$85 87	\$1,585 87	181	-
11	13	Lakeville, .	8 58.6	1,803 00	-	-	210	-
18	14	Abington, .	8 55.6	18,000 27	643 27	18,643 27	2,179	-
9	15	Hanover, .	8 54.5	2,700 00	42 88	2,742 88	321	-
14	16	Wareham, .	8 40.3	5,000 00	-	-	595	-
8	17	Marshfield, .	8 24.9	2,500 00	131 68	2,631 68	319	-
22	18	Scituate, .	7 71.7	3,650 00	-	-	473	-
13	19	Middleboro', .	7 63.4	7,000 00	-	-	917	-
16	20	Duxbury, .	7 17.9	3,000 00	209 08	3,209 08	447	-
20	21	Hanson, .	6 91.2	1,500 00	-	-	217	-
23	22	Plympton, .	6 69.1	1,000 00	104 00	1,104 00	165	\$5 00
19	23	Pembroke, .	6 42.6	1,500 00	100 00	1,600 00	249	-
24	24	Marion, .	6 31.6	1,200 00	-	-	190	-
25	25	Mattapoisett, .	4 96.2	1,300 50	-	-	262	-

## SUFFOLK COUNTY.

1	1	BOSTON, .	\$22 42.1	1,034,600 00	-	-	46,144	-
4	2	Revere, .	20 12.1	4,200 00	\$126 00	\$4,326 00	215	-
2	3	Chelsea, .	17 35.7	55,403 44	-	-	3,192	-
3	4	Winthrop, .	13 71.1	1,400 00	67 15	1,467 15	107	-

## WORCESTER COUNTY.

1	1	LUNENBURG, .	\$15 16.6	\$2,365 46	\$91 48	\$2,456 94	162	\$80 00
12	2	Lancaster, .	14 33.7	4,000 00	-	-	279	-
3	3	Worcester, .	14 09.8	118,872 18	-	-	8,432	-
5	4	Fitchburg, .	12 98	28,500 00	-	-	2,196	-
15	5	Warren, .	12 85.6	4,500 00	398 28	4,898 28	381	-
4	6	N. Braintree, .	12 17.5	1,550 00	45 00	1,595 00	131	-
11	7	Barre, .	12 05.6	4,500 00	225 97	4,725 97	392	-
8	8	Southboro', .	12 04.1	4,500 00	196 02	4,696 02	390	-
27	9	Upton, .	11 44.4	4,200 00	-	-	367	-
2	10	Northboro', .	11 37.9	3,300 00	-	-	290	-
25	11	Petersham, .	11 03	2,000 00	106 72	2,106 72	191	-
13	12	Charlton, .	10 95.4	3,910 67	-	-	357	-
17	13	Shrewsbury, .	10 60.6	2,800 00	-	-	264	-
22	14	Douglas, .	10 54	3,700 00	178 67	3,878 67	368	-
26	15	Sterling, .	10 34.5	3,000 00	-	-	290	-
6	16	Leicester, .	10 29.6	4,973 00	-	-	483	-
32	17	Westminster, .	10 03.1	3,180 00	-	-	317	-
9	18	Paxton, .	10 00	1,200 00	-	-	120	-
14	19	Leominster, .	9 87.7	6,825 00	-	-	691	-



## WORCESTER COUNTY—CONCLUDED.

For 1871-72.	For 1872-73.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
49	20	Princeton, .	\$9 84.8	\$2,200 00	\$75 00	\$2,275 00	231	-
10	21	Harvard, .	9 75.6	2,400 00	-	-	246	-
16	22	Boylston, .	9 72.2	1,400 00	-	-	144	-
18	23	Brookfield, .	9 68.8	4,600 00	283 00	4,883 00	504	-
34	24	Clinton, .	9 62.7	9,887 73	-	-	1,027	-
24	25	Dana, .	9 53.4	1,000 00	58 26	1,058 26	111	-
23	26	Uxbridge, .	9 20.8	5,500 00	282 59	5,782 59	628	\$29 00
7	27	Westborough, .	9 20.5	6,775 00	-	-	736	-
21	28	Athol, .	9 08.3	4,856 00	303 29	5,159 29	568	-
19	29	Sturbridge, .	8 92.8	3,500 00	-	-	392	-
20	30	Rutland, .	8 81.1	2,000 00	-	-	227	48 00
43	31	Hubbardston, .	8 75.6	2,500 00	13 00	2,513 00	287	-
28	32	Templeton, .	8 49	4,000 00	160 00	4,160 00	490	-
40	33	Ashburnham, .	8 48.2	3,500 00	105 09	3,605 09	425	-
31	34	Mendon, .	8 39.6	1,700 00	273 11	1,973 11	235	-
45	35	Bolton, .	8 08.1	1,600 00	-	-	198	-
35	36	Northbridge, .	8 04.5	6,050 00	-	-	752	-
29	37	Millbury, .	8 00.4	7,500 00	-	-	937	-
30	38	Oxford, .	7 93.7	4,000 00	-	-	504	142 00
47	39	Dudley, .	7 91.1	4,550 00	164 98	4,714 98	596	-
38	40	Oakham, .	7 77.8	1,200 00	106 72	1,306 72	168	-
46	41	Grafton, .	7 73.5	6,900 00	-	-	892	425 00
37	42	Milford, .	7 67.1	18,286 74	300 00	18,586 74	2,423	-
48	43	Gardner, .	7 54.9	4,800 00	280 42	5,080 42	673	-
51	44	Spencer, .	7 42.9	6,500 00	-	-	875	-
33	45	Holden, .	7 36.3	3,000 00	210 18	3,210 18	436	-
41	46	Phillipston, .	7 24.7	1,000 00	87 12	1,087 12	150	-
42	47	Winchendon, .	7 24.6	5,500 00	-	-	759	-
53	48	Webster, .	7 18.2	5,600 00	217 80	5,817 80	810	-
50	49	Southbridge, .	6 96.7	7,650 00	-	-	1,098	-
44	50	W. Brookfield, .	6 73.9	2,500 00	-	-	371	-
54	51	Auburn, .	6 70	1,500 00	-	-	224	-
52	52	Blackstone, .	6 67	7,000 00	544 11	7,544 11	1,131	-
39	53	N. Brookfield, .	6 60.4	5,000 00	329 68	5,329 68	807	-
36	54	Hardwick, .	6 17.6	2,500 00	125 00	2,625 00	425	-
55	55	W. Boylston, .	5 77	3,300 00	202 01	3,502 01	607	43 00
57	56	Royalston, .	5 58	1,000 00	250 03	1,250 03	224	-
58	57	Berlin, .	5 11.1	1,000 00	104 00	1,104 00	216	-
56	58	Sutton, .	4 67.1	3,500 00	176 42	3,676 42	787	25 00

## GRADUATED TABLE—FIRST SERIES.

*Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.*

C O U N T I E S.		Sum appropriated by Counties for each Child betw'n 5 and 15 years of age.	Amount raised by taxes for the sup- port of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contrib- uted for board and fuel.
For 1871-72.	For 1872-73.						
1	1	SUFFOLK.	\$22 05.4	\$1,095,608 44	\$1,095,796 59	49,687	—
2	2	Middlesex,	15 63	853,012 62	2,476 18	54,734	\$1,086 25
3	3	Norfolk,	14 86.4	269,670 07	2,871 96	18,335	665 00
4	4	Hampden,	12 52.7	185,343 38	2,464 19	14,992	1,346 75
7	5	Essex,	11 26.2	449,019 75	6,596 37	40,454	904 00
6	6	Bristol,	10 55.2	218,467 73	3,023 01	20,990	523 67
5	7	Nantucket,	10 29.1	6,000 00	—	583	—
9	8	Worcester,	9 91.9	375,130 78	5,893 95	38,415	792 00
11	9	Plymouth,	9 91.7	123,103 00	2,334 06	12,649	71 50
8	10	Hampshire,	9 75.3	85,846 10	1,669 04	8,973	1,993 75
10	11	Barnstable,	8 78.3	58,105 00	538 35	6,677	400 75
12	12	Franklin,	8 58.4	53,360 29	711 00	6,299	2,034 34
13	13	Berkshire,	8 26.5	110,651 64	1,325 73	13,549	3,717 00
14	14	Dukes,	7 63.5	5,740 00	9 11	733	—
AGGREGATE FOR THE STATE.							
STATE, . . . . .		\$13 65.1	\$3,889,053 80	\$30,106 20	\$3,319,160 00	287,090	\$13,535 01

## GRADUATED TABLES—SECOND SERIES.

[FOR THE STATE.]

*A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1872-73.*

For 1871-72, according to Valuation of 1871.	For 1872-73, according to Valuation of 1872.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1871-72, according to Valuation of 1871.	For 1872-73, according to Valuation of 1872.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
26	1	GAY HEAD, .	\$.008-17	39	34	Gloucester, .	\$4-46
3	2	Marlborough, .	.007-41	54	35	Attleborough, .	4-44
4	3	Truro, .	6-73	23	36	Walpole, .	4-44
16	4	Stoneham, .	6-42	116	37	Abington, .	4-42
5	5	Hawley, .	5-84	51	38	Hopkinton, .	4-33
2	6	Wellfleet, .	5-84	36	39	Florida, .	4-31
7	7	Rowe, .	5-76	80	40	Hingham, .	4-31
12	8	Sandwich, .	5-67	9	41	Wareham, .	4-30
8	9	Chicopee, .	5-32	271	42	Revere, .	4-25
178	10	Hyde Park, .	5-16	45	43	Hudson, .	4-24
-	11	Norwood, .	5-05	162	44	Haverhill, .	4-22
60	12	Upton, .	4-99	263	45	Lee, .	4-20
14	13	Bradford, .	4-98	99	46	Bellingham, .	4-15
155	14	Montague, .	4-96	148	47	Charlestown, .	4-14
49	15	Melrose, .	4-95	27	48	Montgomery, .	4-12
6	16	Eastham, .	4-91	61	49	Erving, .	4-11
17	17	Pelham, .	4-91	101	50	Stoughton, .	4-10
44	18	Shutesbury, .	4-91	18	51	Ware, .	4-10
70	19	Natick, .	4-77	42	52	Malden, .	4-08
59	20	Wendell, .	4-74	191	53	Watertown, .	4-07
20	21	Dudley, .	4-73	48	54	Weymouth, .	4-06
76	22	Reading, .	4-70	25	55	Plymouth, .	4-05
34	23	N. Bridgew'r, .	4-69	68	56	Brookfield, .	4-03
24	24	E. Bridgew'r, .	4-66	208	57	Somerville, .	4-01
30	25	Warwick, .	4-65	69	58	Douglas, .	3-99
109	26	Ashland, .	4-61	118	59	Marblehead, .	3-94
28	27	Georgetown, .	4-61	10	60	Monroe, .	3-93
21	28	Harwich, .	4-61	196	61	Everett, .	3-92
83	29	Quincy, .	4-56	22	62	Townsend, .	3-91
19	30	Belchertown, .	4-52	78	63	Adams, .	3-89
29	31	Swansea, .	4-52	133	64	Charlemont, .	3-89
47	32	Chelsea, .	4-47	1	65	Randolph, .	3-88
38	33	Peabody, .	4-47	64	66	Dana, .	3-87

For 1871-72, according to Valuation of 1871.	For 1872-73, according to Valuation of 1872.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1871-72, according to Valuation of 1871.	For 1872-73, according to Valuation of 1872.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
111	67	Danvers, . . .	\$3-87	140	117	Holden, . . .	\$3-43
11	68	Orleans, . . .	3-87	126	118	W. Boylston, . .	3-43
113	69	Sunderland, . .	3-87	62	119	Westborough, . .	3-42
89	70	Becket, . . .	3-85	117	120	Canton, . . .	3-41
63	71	Heath, . . .	3-84	103	121	Amesbury, . . .	3-38
53	72	Rutland, . . .	3-84	87	122	Orange, . . .	3-38
55	73	Chester, . . .	3-83	128	123	Southborough, . .	3-38
153	74	Millbury, . . .	3-83	96	124	Wrentham, . . .	3-38
77	75	Charlton, . . .	3-82	110	125	Braintree, . . .	3-37
75	76	Berkley, . . .	3-80	—	126	Holbrook, . . .	3-37
107	77	Lowell, . . .	3-79	137	127	Wayland, . . .	3-37
40	78	Medway, . . .	3-78	237	128	Saugus, . . .	3-36
65	79	Milford, . . .	3-77	129	129	Waltham, . . .	3-36
122	80	Needham, . . .	3-76	187	130	Ashby, . . .	3-34
88	81	Palmer, . . .	3-76	139	131	Ayer, . . .	3-34
158	82	Holland, . . .	3-75	254	132	Cambridge, . . .	3-34
31	83	Granville, . . .	3-74	217	133	Scituate, . . .	3-34
154	84	Ashburnham, . .	3-71	181	134	Lexington, . . .	3-33
204	85	Lynn, . . .	3-71	112	135	Goshen, . . .	3-32
46	86	W. Bridgew'r, . .	3-71	163	136	Otis, . . .	3-31
150	87	Arlington, . . .	3-69	142	137	Southbridge, . . .	3-31
37	88	South Hadley, . .	3-68	119	138	Tyngsboro', . . .	3-31
90	89	Dedham, . . .	3-67	136	139	Warren, . . .	3-31
91	90	Paxton, . . .	3-67	98	140	Wenham, . . .	3-31
67	91	Phillipston, . . .	3-64	270	141	Seekonk, . . .	3-30
57	92	Grafton, . . .	3-63	92	142	Southampton, . .	3-30
102	93	Sturbridge, . . .	3-63	41	143	Dennis, . . .	3-29
144	94	Westminster, . . .	3-63	152	144	Ludlow, . . .	3-29
97	95	Northampton, . .	3-62	167	145	N. Brookfield, . .	3-29
214	96	Foxborough, . . .	3-59	145	146	Blackstone, . . .	3-28
195	97	Conway, . . .	3-58	115	147	Shelburne, . . .	3-28
43	98	Norfolk, . . .	3-58	183	148	Clinton, . . .	3-27
209	99	Savoy, . . .	3-58	121	149	Framingham, . . .	3-27
95	100	Templeton, . . .	3-58	311	150	Maynard, . . .	3-27
33	101	New Salem, . . .	3-57	108	151	Westhampton, . .	3-26
58	102	Deerfield, . . .	3-56	135	152	Greenwich, . . .	3-25
94	103	Plympton, . . .	3-55	105	153	Salisbury, . . .	3-24
15	104	Chatham, . . .	3-54	266	154	Clarksburg, . . .	3-23
131	105	Oakham, . . .	3-53	168	155	Duxbury, . . .	3-23
32	106	Bridgewater, . . .	3-50	166	156	Methuen, . . .	3-22
71	107	Middleton, . . .	3-49	200	157	Lunenburg, . . .	3-21
74	108	Rehoboth, . . .	3-48	207	158	Newton, . . .	3-20
197	109	Westfield, . . .	3-48	182	159	Rockport, . . .	3-20
114	110	Wilbraham, . . .	3-47	185	160	Williamstown, . .	3-20
13	111	Barnstable, . . .	3-46	203	161	Holyoke, . . .	3-19
35	112	Medford, . . .	3-45	227	162	Worcester, . . .	3-19
81	113	Monson, . . .	3-44	186	163	Ipswich, . . .	3-18
179	114	Mt. Washing't'n, .	3-44	159	164	Marshfield, . . .	3-18
245	115	Washington, . . .	3-44	235	165	Windsor, . . .	3-18
149	116	Westport, . . .	3-44	243	166	New Braintree, . .	3-17

For 1871-72, accord- ing to Valuation of 1871.	For 1872-73, accord- ing to Valuation of 1872.	TOWNS.	Percentage of Valua- tion appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1871-72, accord- ing to Valuation of 1871.	For 1872-73, accord- ing to Valuation of 1872.	TOWNS.	Percentage of Valua- tion appropriated to Public Schools— equivalent to mills and hundredths of mills.
66	167	Northfield, .	\$ .003-17	290	217	N. Marlboro', .	\$ .002-81
93	168	Dighton, .	3-16	226	218	Winchester, .	2-81
174	169	Franklin, .	3-16	260	219	Pittsfield, .	2-79
82	170	W. Newbury, .	3-16	184	250	Somerset, .	2-79
85	171	Lakeville, .	3-15	231	221	Woburn, .	2-78
282	172	Spencer, .	3-15	198	222	Mendon, .	2-77
127	173	Newburyport, .	3-14	294	223	Bolton, .	2-76
223	174	Lawrence, .	3-12	220	224	Sandisfield, .	2-75
86	175	Northbridge, .	3-12	286	225	Winthrop, .	2-75
249	176	Rochester, .	3-12	202	226	Coleraine, .	2-74
106	176	Tisbury, .	3-11	134	227	Hanover, .	2-74
147	178	Uxbridge, .	3-11	210	228	Ashfield, .	2-73
50	179	Fairhaven, .	3-10	192	229	Petersham, .	2-73
172	180	N. Andover, .	3-10	213	230	W. Roxbury, .	2-73
212	181	Wakefield, .	3-10	161	231	Cummington, .	2-71
130	182	Holliston, .	3-09	234	232	Huntington, .	2-71
52	183	Provincetown, .	3-09	236	233	Weston, .	2-71
175	184	Sutton, .	3-07	322	234	Brighton, .	2-70
138	185	Acushnet, .	3-05	321	235	Raynham, .	2-69
84	186	Oxford, .	3-05	239	236	Stow, .	2-68
176	187	Peru, .	3-03	279	237	Middlefield, .	2-67
124	188	Greenfield, .	3-02	164	238	Essex, .	2-65
104	189	Wilmington, .	3-02	278	239	Littleton, .	2-65
194	190	Bedford, .	3-01	295	240	Rowley, .	2-65
73	191	Granby, .	3-01	261	241	So. Scituate, .	2-65
120	192	W. Brookfield, .	3-01	206	242	Buckland, .	2-64
157	193	Halifax, .	3-00	267	243	Mansfield, .	2-63
141	194	Boxborough, .	2-99	233	244	Dover, .	2-62
160	195	Plainfield, .	2-99	170	245	Webster, .	2-62
219	196	Falmouth, .	2-98	247	246	Lanesborough, .	2-61
146	197	Hanson, .	2-98	241	247	Medfield, .	2-60
132	198	W. Springfield, .	2-98	211	248	Monterey, .	2-60
225	199	Springfield, .	2-96	280	249	Agawam, .	2-59
56	200	Andover, .	2-94	125	250	Longmeadow, .	2-58
151	201	Middleboro', .	2-94	156	251	Pembroke, .	2-58
229	202	Cheshire, .	2-93	242	252	Beverly, .	2-56
224	203	Groveland, .	2-93	291	253	Taunton, .	2-55
222	204	Winchendon, .	2-91	193	254	Concord, .	2-54
258	205	Gardner, .	2-89	72	255	Nantucket, .	2-54
264	206	Mashpee, .	2-87	250	256	Shrewsbury, .	2-54
79	207	Prescott, .	2-87	273	257	Berlin, .	2-53
302	208	Hubbardston, .	2-85	304	258	Fitchburg, .	2-53
205	209	Swampscott, .	2-85	285	259	Boylston, .	2-51
180	210	Leverett, .	2-84	188	260	Brimfield, .	2-51
169	211	Amherst, .	2-83	218	261	Westford, .	2-51
123	212	Russell, .	2-83	177	262	Brewster, .	2-49
277	213	Auburn, .	2-82	228	263	Northboro', .	2-49
265	214	Carver, .	2-82	310	264	Carlisle, .	2-47
190	215	Hinsdale, .	2-82	246	265	Chesterfield, .	2-47
189	216	No. Reading, .	2-82	253	266	Marion, .	2-47

For 1871-72, according to Valuation of 1871.	For 1872-73, according to Valuation of 1872.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1871-72, according to Valuation of 1871.	For 1872-73, according to Valuation of 1872.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
293	267	Athol, . . .	\$.002-46	269	305	Mattapoisett, .	\$.002-16
256	268	Barre, . . .	2-46	298	306	Tewksbury, . .	2-15
257	269	Shirley, . . .	2-46	305	307	W. Stockbr'ge, .	2-15
221	270	Dunstable, . .	2-45	288	308	Freetown, . . .	2-14
173	271	Belmont, . . .	2-44	232	309	Worthington, .	2-14
262	272	Blandford, . .	2-43	324	310	Pepperell, . . .	2-13
251	273	Lincoln, . . .	2-43	326	311	Southwick, . .	2-11
199	274	Sheffield, . . .	2-43	281	312	Easthampton, .	2-08
201	275	Norton, . . . .	2-42	292	313	Williamsburg, .	2-06
230	276	Sterling, . . .	2-42	255	314	Dartmouth, . .	2-05
143	277	Easton, . . . .	2-41	284	315	Sherborn, . . .	2-03
248	278	Leyden, . . . .	2-39	306	316	Sharon, . . . .	2-02
268	279	New Bedford, .	2-39	325	317	Groton, . . . .	2-01
252	280	Yarmouth, . . .	2-39	303	318	Milton, . . . .	2-01
315	281	Princeton, . . .	2-38	307	319	Topsfield, . . .	1-99
275	282	Wales, . . . .	2-38	313	320	Burlington, . .	1-98
297	283	Dracut, . . . .	2-37	299	321	Hamilton, . . .	1-97
276	284	Hadley, . . . .	2-38	301	322	Enfield, . . . .	1-93
165	285	Kingston, . . .	2-36	308	323	Billerica, . . .	1-92
215	286	Leicester, . . .	2-34	323	324	Stockbridge, . .	1-88
216	287	Lenox, . . . .	2-34	309	325	Whately, . . . .	1-87
319	288	New Ashford, .	2-33	300	326	Hatfield, . . . .	1-85
283	289	Salem, . . . . .	2-33	312	327	Tolland, . . . .	1-83
318	290	Edgartown, . .	2-32	289	328	Newbury, . . . .	1-77
240	291	Harvard, . . . .	2-32	336	329	Brookline, . . .	1-74
287	292	Leominster, . .	2-30	332	330	Lancaster, . . .	1-72
259	293	Manchester, . .	2-30	317	331	Chilmark, . . .	1-68
272	294	Acton, . . . . .	2-29	333	332	Gill, . . . . .	1-66
244	295	Tyringham, . .	2-29	329	333	Boxford, . . . .	1-65
314	296	Chelmsford, . .	2-27	330	334	Boston, . . . .	1-62
274	297	Sudbury, . . . .	2-27	337	335	Alford, . . . . .	1-60
171	298	Hardwick, . . .	2-25	338	336	Hull, . . . . .	1-55
296	299	Cohasset, . . .	2-24	331	337	Gt. Barrington, .	1-46
238	300	Dalton, . . . . .	2-24	328	338	Royalston, . . .	1-46
100	301	Bernardston, . .	2-21	334	339	Hancock, . . . .	1-41
316	302	Lynnfield, . . .	2-19	335	340	Richmond, . . .	1-40
327	303	Egremont, . . .	2-18	339	341	Gosnold, . . . .	0-67
320	304	Fall River, . . .	2-18	340	342	Nahant, . . . . .	0-45

## GRADUATED TABLES—SECOND SERIES.

## [COUNTY TABLES.]

*In which all the Towns in the respective Counties in the State are numerically arranged, according to the percentage of their taxable property, appropriated for the support of Public Schools, for the year 1872-73.*

## BARNSTABLE COUNTY.

For 1871-72, according to Valuation of 1871.	For 1872-73, according to Valuation of 1872.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1871-72, according to Valuation of 1871.	For 1872-73, according to Valuation of 1872.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
2	1	TRURO, .	\$.006-73	6	8	Barnstable, .	\$.003-46
1	2	Wellfleet, .	5-84	9	9	Dennis, .	3-29
5	3	Sandwich, .	5-67	10	10	Provincetown, .	3-09
3	4	Eastham, .	4-91	12	11	Falmouth, .	2-98
8	5	Harwich, .	4-61	14	12	Mashpee, .	2-87
4	6	Orleans, .	3-87	11	13	Brewster, .	2-49
7	7	Chatham, .	3-54	13	14	Yarmouth, .	2-39

## BERKSHIRE COUNTY.

1	1	FLORIDA, .	\$.004-31	13	17	Sandisfield, .	\$.002-75
21	2	Lee, .	4-20	19	18	Lanesboro', .	2-61
2	3	Adams, .	3-89	11	19	Monterey, .	2-60
3	4	Becket, .	3-85	9	20	Sheffield, .	2-43
10	5	Savoy, .	3-58	12	21	Lenox, .	2-34
6	6	Mt. Washing'n, .	3-44	25	22	New Ashford, .	2-33
18	7	Washington, .	3-44	17	23	Tyringham, .	2-29
4	8	Otis, .	3-31	16	24	Dalton, .	2-24
22	9	Clarksburg, .	3-23	27	25	Egremont, .	2-18
7	10	Williamstown, .	3-20	24	26	W. Stockb'dge, .	2-15
15	11	Windsor, .	3-18	26	27	Stockbridge, .	1-88
5	12	Peru, .	3-03	31	28	Alford, .	1-60
14	13	Cheshire, .	2-93	28	29	Gt. Barringt'n, .	1-46
8	14	Hinsdale, .	2-82	29	30	Hancock, .	1-41
23	15	N. Marlboro', .	2-81	30	31	Richmond, .	1-40
20	16	Pittsfield, .	2-79				

## BRISTOL COUNTY.

For 1871-72, according to Valuation of 1871.	For 1872-73, according to Valuation of 1872.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1871-72, according to Valuation of 1871.	For 1872-73, according to Valuation of 1872.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	SWANSEA, .	\$.004-52	19	11	Raynham, .	\$.002-69
3	2	Attleborough, .	4-44	13	12	Mansfield, .	2-53
5	3	Berkley, .	3-80	17	13	Taunton, .	2-55
4	4	Rehoboth, .	3-48	11	14	Norton, .	2-42
9	5	Westport, .	3-44	8	15	Easton, .	2-41
15	6	Seekonk, .	3-30	14	16	New Bedford, .	2-39
6	7	Dighton, .	3-16	18	17	Fall River, .	2-18
2	8	Fairhaven, .	3-10	16	18	Freetown, .	2-14
7	9	Acushnet, .	3-05	12	19	Dartmouth, .	2-05
10	10	Somerset, .	2-79				

## DUKES COUNTY.

1	1	GAY HEAD, .	\$.008-17	3	4	Chilmark, .	\$.001-68
2	2	Tisbury, .	3-11	5	5	Gosnold, .	0-67
4	3	Edgartown, .	2-32				

## ESSEX COUNTY.

1	1	BRADFORD, .	\$.004-98	13	18	Newburyport, .	\$.003-14
2	2	Georgetown, .	4-61	22	19	Lawrence, .	3-12
3	3	Peabody, .	4-47	17	20	N. Andover, .	3-10
4	4	Gloucester, .	4-46	5	21	Andover, .	2-94
14	5	Haverhill, .	4-22	23	22	Groveland, .	2-93
12	6	Marblehead, .	3-94	21	23	Swampscott, .	2-85
11	7	Danvers, .	3-87	15	24	Essex, .	2-65
20	8	Lynn, .	3-71	29	25	Rowley, .	2-65
6	9	Middleton, .	3-49	25	26	Beverly, .	2-56
9	10	Amesbury, .	3-38	27	27	Salem, .	2-33
24	11	Saugus, .	3-36	26	28	Manchester, .	2-30
8	12	Wenham, .	3-31	32	29	Lynnfield, .	2-19
10	13	Salisbury, .	3-24	31	30	Topsfield, .	1-99
16	14	Methuen, .	3-22	30	31	Hamilton, .	1-97
18	15	Rockport, .	3-20	28	32	Newbury, .	1-77
19	16	Ipswich, .	3-18	33	33	Boxford, .	1-65
7	17	W. Newbury, .	3-16	34	34	Nahant, .	0-45

## FRANKLIN COUNTY.

1	1	HAWLEY, .	\$.005-84	6	4	Shutesbury, .	\$.004-91
2	2	Rowe, .	5-76	8	5	Wendell, .	4-74
18	3	Montague, .	4-96	4	6	Warwick, .	4-65



## FRANKLIN COUNTY—CONCLUDED.

For 1871-72, according to Valuation of 1871.	For 1872-73, according to Valuation of 1872.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1871-72, according to Valuation of 1871.	For 1872-73, according to Valuation of 1872.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
9	7	Erving, .	\$.004-11	11	17	Northfield, .	\$.003-17
3	8	Monroe, .	3-93	16	18	Greenfield, .	3-02
17	9	Charlemont, .	3-89	19	19	Leverett, .	2-84
14	10	Sunderland, .	3-87	21	20	Coleraine, .	2-74
10	11	Heath, .	3-84	23	21	Ashfield, .	2-73
20	12	Conway, .	3-58	22	22	Buckland, .	2-64
5	13	New Salem, .	3-57	24	23	Leyden, .	2-39
7	14	Deerfield, .	3-56	13	24	Barnardston, .	2-21
12	15	Orange, .	3-38	25	25	Whately, .	1-87
15	16	Shelburne, .	3-28	26	26	Gill, .	1-66

## HAMPDEN COUNTY.

1	1	CHICOPEE, .	\$.005-32	10	12	W. Springfield, .	\$.002-98
2	2	Montgomery, .	4-12	16	13	Springfield, .	2-96
4	3	Chester, .	3-83	8	14	Russell, .	2-83
6	4	Palmer, .	3-76	19	15	Agawam, .	2-59
12	5	Holland, .	3-75	9	16	Longmeadow, .	2-58
3	6	Granville, .	3-74	13	17	Brimfield, .	2-51
14	7	Westfield, .	3-48	17	18	Blandford, .	2-43
7	8	Wilbraham, .	3-47	18	19	Wales, .	2-38
5	9	Monson, .	3-44	21	20	Southwick, .	2-11
11	10	Ludlow, .	3-29	20	21	Tolland, .	1-83
15	11	Holyoke, .	3-19				

## HAMPSHIRE COUNTY.

1	1	PELHAM, .	\$.004-91	14	13	Amherst, .	\$.002-83
3	2	Belchertown, .	4-52	13	14	Cummington, .	2-71
2	3	Ware, .	4-10	16	15	Huntington, .	2-71
4	4	South Hadley, .	3-68	19	16	Middlefield, .	2-67
8	5	Northampton, .	3-62	17	17	Chesterfield, .	2-47
10	6	Goshen, .	3-32	18	18	Hadley, .	2-36
7	7	Southampton, .	3-30	15	19	Worthington, .	2-14
9	8	Westhampton, .	3-26	20	20	Easthampton, .	2-08
11	9	Greenwich, .	3-25	21	21	Williamsburg, .	2-06
5	10	Granby, .	3-01	23	22	Enfield, .	1-93
12	11	Plainfield, .	2-99	22	23	Hatfield, .	1-85
6	12	Prescott, .	2-87				

## MIDDLESEX COUNTY.

For 1871-72, accord- ing to Valuation of 1871.	For 1872-73, accord- ing to Valuation of 1872.	TOWNS.	Percentage of Valua- tion appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1871-72, accord- ing to Valuation of 1871.	For 1872-73, accord- ing to Valuation of 1872.	TOWNS.	Percentage of Valua- tion appropriated to Public Schools— equivalent to mills and hundredths of mills.
1	1	MARLBOROUGH, .	\$.007-41	17	29	Holliston, .	\$.003-09
2	2	Stoneham, .	6-42	11	30	Wilmington, .	3-02
7	3	Melrose, .	4-95	29	31	Bedford, .	3-01
9	4	Natick, .	4-77	20	32	Boxborough, .	2-99
10	5	Reading, .	4-70	26	33	No. Reading, .	2-82
13	6	Ashland, .	4-61	36	34	Winchester, .	2-81
8	7	Hopkinton, .	4-33	37	35	Woburn, .	2-78
6	8	Hudson, .	4-24	38	36	Weston, .	2-71
21	9	Charlestown, .	4-14	54	37	Brighton, .	2-70
5	10	Malden, .	4-08	39	38	Stow, .	2-68
27	11	Watertown, .	4-07	45	39	Littleton, .	2-65
32	12	Somerville, .	4-01	28	40	Concord, .	2-54
30	13	Everett, .	3-92	34	41	Westford, .	2-51
3	14	Townsend, .	3-91	50	42	Carlisle, .	2-47
12	15	Lowell, .	3-79	42	43	Shirley, .	2-46
22	19	Arlington, .	3-69	34	44	Dunstable, .	2-45
4	17	Medford, .	3-45	23	45	Belmont, .	2-44
18	18	Wayland, .	3-37	40	46	Lincoln, .	2-43
16	19	Waltham, .	3-36	47	47	Dracut, .	2-37
25	20	Ashby, .	3-34	43	48	Acton, .	2-29
19	21	Ayer, .	3-34	53	49	Chelmsford, .	2-27
41	22	Cambridge, .	3-34	44	50	Sudbury, .	2-27
24	23	Lexington, .	3-33	48	51	Tewksbury, .	2-15
14	24	Tyngsborough, .	3-31	55	52	Pepperell, .	2-13
15	25	Framingham, .	3-27	46	53	Sherborn, .	2-03
51	26	Maynard, .	3-27	56	54	Groton, .	2-01
31	27	Newton, .	3-20	52	55	Burlington, .	1-98
33	28	Wakefield, .	3-10	49	56	Billerica, .	1-92

## NANTUCKET COUNTY.

NANTUCKET, . . . . .	\$.002-54
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## NORFOLK COUNTY.

15	1	HYDE PARK, .	\$.005-16	12	14	Canton, .	\$.003-41
-	2	Norwood, .	5-05	8	15	Wrentham, .	3-38
6	3	Quincy, .	4-56	11	16	Braintree, .	3-37
2	4	Walpole, .	4-44	-	17	Holbrook, .	3-37
9	5	Bellingham, .	4-15	14	18	Franklin, .	3-16
10	6	Stoughton, .	4-10	16	19	W. Roxbury, .	2-73
5	7	Weymouth, .	4-06	18	20	Dover, .	2-62
1	8	Randolph, .	3-88	19	21	Medfield, .	2-60
3	9	Medway, .	3-78	20	22	Cohasset, .	2-24
13	10	Needham, .	3-76	22	23	Sharon, .	2-02
7	11	Dedham, .	3-67	21	24	Milton, .	2-01
17	12	Foxborough, .	3-59	23	25	Brookline, .	1-74
4	13	Norfolk, .	3-58				

## PLYMOUTH COUNTY.

For 1871-72, according to Valuation of 1871.	For 1872-73, according to Valuation of 1872.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1871-72, according to Valuation of 1871.	For 1872-73, according to Valuation of 1872.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
5	1	N. BRIDGEWATER, .	\$ .004-69	20	14	Rochester, .	\$ .003-12
2	2	E. Bridgewater, .	4-66	15	15	Halifax, .	3-00
10	3	Abington, .	4-42	12	16	Hanson, .	2-98
7	4	Hingham, .	4-31	13	17	Middleboro', .	2-94
1	5	Wareham, .	4-30	23	18	Carver, .	2-82
3	6	Plymouth, .	4-05	11	19	Hanover, .	2-74
6	7	W. Bridgewater, .	3-71	22	20	So. Scituate, .	2-65
9	8	Plympton, .	3-55	14	21	Pembroke, .	2-58
4	9	Bridgewater, .	3-50	21	22	Marion, .	2-47
19	10	Scituate, .	3-34	17	23	Kingston, .	2-36
18	11	Duxbury, .	3-23	24	24	Mattapoisett, .	2-16
16	12	Marshfield, .	3-18	25	25	Hull, .	1-55
8	13	Lakeville, .	3-15				

## SUFFOLK COUNTY.

1	1	CHELSEA, .	\$ .004-47	3	3	Winthrop, .	\$ .002-75
2	2	Revere, .	4-25	4	4	Boston, .	1-62

## WORCESTER COUNTY.

4	1	UPTON, .	\$ .004-99	21	23	Warren, .	\$ .003-31
1	2	Dudley, .	4-73	29	24	N. Brookfield, .	3-29
9	3	Brookfield, .	4-03	25	25	Blackstone, .	3-28
10	4	Douglas, .	3-99	33	26	Clinton, .	3-27
6	5	Dana, .	3-87	36	27	Lunenburg, .	3-21
2	6	Rutland, .	3-84	39	28	Worcester, .	3-19
27	7	Millbury, .	3-83	43	29	New Braintree, .	3-17
11	8	Charlton, .	3-82	49	30	Spencer, .	3-15
7	9	Milford, .	3-77	13	31	Northbridge, .	3-12
28	10	Ashburnham, .	3-71	26	32	Uxbridge, .	3-11
14	11	Paxton, .	3-67	32	33	Sutton, .	3-07
8	12	Phillipston, .	3-64	12	34	Oxford, .	3-05
3	13	Grafton, .	3-63	17	35	W. Brookfield, .	3-01
16	14	Sturbridge, .	3-63	38	36	Winchendon, .	2-91
24	15	Westminster, .	3-63	46	37	Gardner, .	2-89
15	16	Templeton, .	3-58	54	38	Hubbardston, .	2-85
20	17	Oakham, .	3-53	48	39	Auburn, .	2-82
22	18	Holden, .	3-43	35	40	Mendon, .	2-77
18	19	W. Boylston, .	3-43	53	41	Bolton, .	2-76
5	20	Westboro', .	3-42	34	42	Petersham, .	2-73
19	21	Southboro', .	3-38	30	43	Webster, .	2-62
23	22	Southbridge, .	3-31	44	44	Shrewsbury, .	2-54

## WORCESTER COUNTY—CONCLUDED.

For 1871-72, according to Valuation of 1871.	For 1872-73, according to Valuation of 1872.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1871-72, according to Valuation of 1871.	For 1872-73, according to Valuation of 1872.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
47	45	Berlin, . .	\$.002-53	56	52	Princeton, . .	\$.002-38
55	46	Fitchburg, . .	2-53	37	53	Leicester, . .	2-34
50	47	Boylston, . .	2-51	42	54	Harvard, . .	2-32
40	48	Northborough, . .	2-49	51	55	Leominster, . .	2-30
52	49	Athol, . .	2-46	31	56	Hardwick, . .	2-25
45	50	Barre, . .	2-46	58	57	Lancaster, . .	1-72
41	51	Sterling, . .	2-42	57	58	Royalston, . .	1-46

# BOARD OF EDUCATION.

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## GRADUATED TABLE—SECOND SERIES.

*The different Counties in the State numerically arranged, according to the Percentage of their Taxable Property, appropriated for the support of Public Schools, for the year 1872-73.*

For 1871-72- Val. of 1871	For 1872-73- Val. of 1872.	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue and of similar funds appropriated for Public Schools.	Total.	Valuation of 1872.	Amount contributed for board and fuel.
1	1	BARNSTABLE.	3-003-71	\$58,105 00	\$538 35	\$58,643 35	\$15,815,348 00	\$400 75
3	2	Plymouth.	3-67	123,103 00	2,334 06	125,437 06	34,185,885 00	71 50
6	3	Middlesex.	3-55	853,012 62	2,476 18	855,488 80	241,090,362 00	1,086 25
4	4	Franklin.	3-40	53,360 29	711 70	54,071 99	16,949,353 00	2,084 34
7	5	Hampden.	3-24	185,343 38	2,464 19	187,807 57	58,039,727 00	1,346 75
8	6	Essex.	3-16	449,019 75	6,596 37	455,616 12	144,327,699 00	904 00
9	7	Worcester.	3-07	375,130 78	5,893 95	381,024 73	124,212,169 00	792 00
5	8	Hampshire.	3-05	85,846 10	1,669 04	87,515 14	28,725,415 00	1,993 75
10	9	Norfolk.	3-05	269,670 07	2,371 36	272,041 43	89,211,016 00	665 00
11	10	Berkshire.	2-75	110,651 64	1,325 73	111,977 37	40,610,072 00	3,717 00
2	11	Nantucket.	2-54	6,000 00	—	—	2,357,831 00	—
12	12	Bristol.	2-51	218,467 73	3,023 01	221,490 74	88,371,292 00	523 67
13	13	Dukes.	2-38	5,740 00	9 11	5,749 11	2,413,486 00	—
14	14	Suffolk.	1-68	1,095,603 44	193 15	1,095,796 59	652,825,408 00	—

## AGGREGATE FOR THE STATE.

\$299,053 80	\$80,106 20	\$3,919,160 00	\$1,538,135,013 00	\$13,585 01
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*Arrangement of Counties according to their Appropriations, including Voluntary Contributions.*

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for Public Schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue and other funds, as severally given in the previous Table, the order of precedence will be as follows:—

For 1871-72— Val. of 1871.	For 1872-73— Val. of 1872.	COUNTIES.	Percentage of Val- uation equiva- lent to mills and hundredths of mills.
1	1	BARNSTABLE, . . . . .	\$ .003-73
8	2	Plymouth, . . . . .	3-67
7	3	Middlesex, . . . . .	3-55
4	4	Franklin, . . . . .	3-52
6	5	Hampden, . . . . .	3-26
8	6	Essex, . . . . .	3-16
5	7	Hampshire, . . . . .	3-12
9	8	Worcester, . . . . .	3-07
10	9	Norfolk, . . . . .	3-06
11	10	Berkshire, . . . . .	2-85
2	11	Nantucket, . . . . .	2-54
12	12	Bristol, . . . . .	2-51
13	13	Dukes, . . . . .	2-38
14	14	Suffolk, . . . . .	1-68
Aggregate for the State, . . . . .			\$ .002-56

## GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the average attendance for the year in each town to the whole number of children between 5 and 15, according to the returns.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept, and the returns correctly made, are to be thus explained:—the average attendance upon all Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15 may more than compensate for the absence of children between those ages. The rank of the towns standing highest in the following table is in accordance with the returns. As the returns are often incorrect the rank may be too high in some cases.

## GRADUATED TABLES—THIRD SERIES.

[FOR THE STATE.]

*Table in which all the towns in the State are numerically arranged according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1872-73.*

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 LITTLETON, .	203	248	1.22-16	35 Princeton, .	231	199	.86-15
2 Shelburne,* .	241	264	1.09-54	36 Wilmington, .	163	140	.85-89
3 Granby, .	145	158	1.08-96	37 Lynnfield, .	116	99	.85-35
4 Tyngsboro', .	110	119	1.08-18	38 Kingston, .	258	220	.85-27
5 Plainfield, .	76	79	1.03-94	39 Raynham, .	274	233	.85-04
6 Lexington, .	363	367	1.01-10	40 Winchester, .	553	470	.84-99
7 Oakham, .	168	169	1.00-60	41 Barnstable, .	852	724	.84-97
8 Melrose, .	626	624	.99-68	42 Topsfield, .	217	184	.84-79
9 Lunenburg, .	162	161	.99-38	43 Ashby, .	190	160	.84-21
10 Lancaster, .	279	276	.98-82	44 Phillipston, .	150	126	.84-00
11 Royalston, .	224	215	.95-98	45 Leverett, .	143	120	.83-92
12 Boylston, .	144	138	.95-83	46 Amherst, .	681	571	.83-85
13 Boxborough, .	79	75	.94-94	47 Ayer, .	350	293	.83-71
14 Warren, .	381	357	.93-70	48 Revere, .	244	204	.83-61
15 Acton, .	292	272	.93-15	49 Barre, .	392	327	.83-42
16 Ashburnham, .	425	395	.92-94	50 Edgartown, .	318	265	.83-33
17 Warwick, .	123	114	.92-68	51 Monroe, .	42	35	.83-33
18 Westminster, .	317	293	.92-43	52 Gay Head, .	30	25	.83-33
19 Erving, .	117	108	.92-31	53 Sandwich, .	728	606	.83-24
20 Waltham, .	1,357	1,237	.91-16	54 Leyden, .	95	79	.83-16
21 Reading, .	532	480	.90-23	55 Sunderland, .	160	133	.83-13
22 Heath, .	118	106	.89-93	56 Belmont, .	314	261	.83-12
23 Dracut, .	325	292	.89-85	57 Newton, .	2,525	2,096	.83-01
24 Haverhill, .	2,321	2,080	.89-62	58 Holland, .	82	68	.82-93
25 Medfield, .	150	134	.89-33	59 Rockport, .	777	644	.82-88
26 Petersham, .	191	170	.89-01	60 Sterling, .	290	240	.82-76
27 Somerville, .	2,932	2,598	.88-61	61 Chelsea, .	3,192	2,641	.82-74
28 Weston, .	180	159	.88-33	62 Needham, .	820	676	.82-44
29 Huntington, .	195	171	.87-69	63 Cummington, .	193	159	.82-38
30 Westford, .	240	210	.87-50	64 Mendon, .	235	193	.82-13
31 Leominster, .	691	604	.87-41	65 Charlton, .	357	293	.82-07
32 Winthrop, .	107	93	.86-91	66 Shrewsbury, .	264	216	.81-82
33 Paxton, .	120	104	.86-67	67 So. Hadley, .	534	436	.81-65
34 Seekonk, .	153	132	.86-27	68 Wellfleet, .	485	396	.81-65

\* The rank is probably too high through an error in the returns of the committee.



TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Ave attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Ave attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
69	Marion, .	190	.155	.81-58	118	Weymouth, .	1,935
70	Hubbardston, .	287	.234	.81-53	119	N. Marlboro', .	1,502
71	Walpole, .	314	.256	.81-53	120	Somerset, .	392
72	Eastham, .	150	.122	.81-33	121	Arlington, .	329
73	Townsend, .	364	.296	.81-32	122	Carver, .	539
74	W. Roxbury, .	1,620	1,317	.81-30	123	Stoughton, .	187
75	Hopkinton, .	1,098	891	.81-15	124	Gloucester, .	1,087
76	Orange, .	394	.319	.80-96	125	Spencer, .	3,247
77	Charlemont, .	204	.165	.80-88	126	Sherborn, .	2,500
78	Plymouth, .	1,115	901	.80-81	127	Stoneham, .	875
79	Chilmark, .	88	.71	.80-68	128	Berkley, .	673
80	Fairhaven, .	470	.379	.80-64	129	Hawley, .	160
81	Westhampt'n, .	134	.108	.80-60	130	Northfield, .	123
82	Rowley, .	206	.166	.80-58	131	Shutesbury, .	914
83	Wenham, .	169	.136	.80-47	132	Abington, .	120
84	Westfield, .	1,220	981	.80-41	133	Becket, .	92
85	Malden, .	1,603	1,285	.80-16	134	Lakeville, .	124
86	Medford, .	1,080	865	.80-09	135	W. Newbury, .	95
87	Georgetown, .	446	.356	.79-82	136	W. Bridgew'r, .	342
88	Athol, .	568	.453	.79-75	137	Ashfield, .	267
89	Worthington, .	153	.122	.79-74	138	Bradford, .	75-85
90	Clinton, .	1,027	818	.79-65	139	Scituate, .	215
91	Framingham, .	865	.689	.79-65	140	Dana, .	163
92	Manchester, .	284	.226	.79-58	141	Dighton, .	75-81
93	Prescott, .	93	.74	.79-57	142	Tolland, .	396
94	Upton, .	367	.292	.79-56	143	Chester, .	473
95	Marshfield, .	319	.253	.79-31	144	Nantucket, .	358
96	Andover, .	726	.575	.79-20	145	Otis, .	89
97	Bridgewater, .	657	.520	.79-15	146	Wayland, .	75-42
98	Everett, .	541	.428	.79-11	147	Fitchburg, .	255
99	Belchertown, .	467	.369	.79-02	148	Longmeadow, .	192
100	Chatham, .	543	.429	.79-00	149	Wrentham, .	583
101	Halifax, .	95	.75	.78-95	150	Bellingham, .	439
102	Swampscott, .	355	.280	.78-87	151	Tewksbury, .	202
103	Ashland, .	444	.350	.78-83	152	Yarmouth, .	152
104	Provincet'wn, .	812	.640	.78-82	153	Hatfield, .	234
105	Richmond, .	214	.168	.78-50	154	Orleans, .	176
106	Burlington, .	93	.73	.78-49	155	Templeton, .	74-90
107	Harvard, .	246	.193	.78-46	156	N. Brookfield, .	490
108	Medway, .	668	.524	.78-44	157	Wales, .	807
109	Enfield, .	180	.141	.78-33	158	Pepperell, .	604
110	Natick, .	1,403	1,096	.78-12	159	Danvers, .	135
111	Blandford, .	201	.157	.78-11	160	Peru, .	101
112	Coleraine, .	324	.253	.78-09	161	Carlisle, .	74-82
113	W. Boylston, .	607	.474	.78-09	162	Dennis, .	325
114	E. Bridgew'r, .	543	.424	.78-08	163	Chesterfield, .	243
115	Springfield, .	4,331	3,378	.77-99	164	Billerica, .	882
116	Hamilton, .	140	.109	.77-86	165	Middlefield, .	74-75
117	Lincoln, .	135	.105	.77-78	166	Williamsb'rg, .	62
							510
							74-67
							134
							100
							74-63
							294
							74-62
							161
							120
							74-53
							514
							383
							74-51

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
167	Brighton, .	998	743	.74-45	216	Dedham, .	1,051	744	.70-79
168	Wilbraham, .	393	292	.74-30	217	Concord, .	482	341	.70-75
169	Sudbury, .	231	171	.74-03	218	Rehoboth, .	335	237	.70-75
170	Dunstable, .	96	71	.73-96	219	Savoy, .	143	101	.70-63
171	Bolton, .	198	146	.73-74	220	Hadley, .	476	336	.70-59
172	Boston, .	46,144	34,015	.73-71	221	Northampton, .	2,139	1,509	.70-55
173	Leicester, .	483	356	.73-71	222	New Bedford, .	3,970	2,799	.70-50
174	Lenox, .	361	266	.73-68	223	Cohasset, .	454	320	.70-48
175	Windsor, .	125	92	.73-60	224	Sheffield, .	369	260	.70-46
176	Rowe, .	142	104	.73-24	225	Watertown, .	884	620	.70-14
177	Groton, .	373	273	.73-19	226	Brookfield, .	504	353	.70-04
178	Holbrook, .	318	232	.72-96	227	So. Scituate, .	293	205	.69-97
179	Montgomery, .	59	43	.72-88	228	Pembroke, .	249	174	.69-88
180	Middleton, .	202	147	.72-77	229	Braintree, .	722	504	.69-81
181	Plympton, .	165	120	.72-73	230	N. Bridgew'r, .	1,647	1,149	.69-66
182	Beverly, .	1,390	1,010	.72-66	231	Gardner, .	673	469	.69-69
183	Falmouth, .	394	286	.72-59	232	Deerfield, .	686	478	.69-68
184	Lowell, .	6,299	4,560	.72-39	233	Chelmsford, .	479	333	.69-52
185	Amesbury, .	990	716	.72-33	234	Pelham, .	134	93	.69-40
186	Rutland, .	227	164	.72-25	235	Norwood, .	413	286	.69-25
187	W. Brookfield, .	371	268	.72-24	236	Brewster, .	260	180	.69-23
188	Norfolk, .	216	156	.72-22	237	Freetown, .	234	162	.69-23
189	Woburn, .	2,047	1,488	.72-20	238	Holliston, .	678	469	.69-17
190	Conway, .	305	220	.72-13	239	New Salem, .	162	112	.69-14
191	Monterey, .	143	103	.72-03	240	Westport, .	547	378	.69-10
192	Greenwich, .	107	77	.71-96	241	Florida, .	229	158	.68-99
193	N. Andover, .	562	404	.71-88	242	Foxborough, .	516	356	.68-99
194	Methuen, .	576	414	.71-87	243	Berlin, .	216	149	.68-98
195	Duxbury, .	447	321	.71-81	244	Taunton, .	3,427	2,364	.68-98
196	Cambridge, .	8,260	5,930	.71-79	245	Mansfield, .	483	333	.68-94
197	Gill, .	131	94	.71-76	246	Franklin, .	546	376	.68-86
198	Douglas, .	368	264	.71-74	247	Dalton, .	257	176	.68-48
199	Worcester, .	8,432	6,049	.71-73	248	Uxbridge, .	628	429	.68-31
200	Wakefield, .	877	629	.71-72	249	Hull, .	41	28	.68-29
201	Tyringham, .	113	81	.71-68	250	Southwick, .	205	140	.68-29
202	Milford, .	2,423	1,735	.71-61	251	Peabody, .	1,503	1,019	.67-79
203	Quincy, .	1,587	1,136	.71-58	252	W. Spring'ld, .	577	388	.67-24
204	Essex, .	348	249	.71-55	253	Wareham, .	595	399	.67-06
205	Norton, .	267	191	.71-53	254	Auburn, .	224	150	.66-96
206	Hudson, .	780	557	.71-41	255	Greenfield, .	648	432	.66-67
207	Wendell, .	80	57	.71-25	256	Canton, .	865	575	.66-47
208	Hyde Park, .	1,317	938	.71-22	257	Attleborough, .	1,425	947	.66-46
209	Sandisfield, .	284	202	.71-13	258	Truro, .	268	178	.66-42
210	Marblehead, .	1,607	1,141	.71-00	259	Sturbridge, .	392	260	.66-33
211	Hanson, .	217	154	.70-96	260	Easton, .	821	544	.66-26
212	Hingham, .	726	513	.70-94	261	Alford, .	68	45	.66-18
213	Shirley, .	258	183	.70-93	262	Ipswich, .	560	370	.66-07
214	Stow, .	213	151	.70-89	263	Hanover, .	321	212	.66-04
215	Dartmouth, .	518	367	.70-85	264	Lee, .	849	560	.65-96

TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Av'ge attendances upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Av'ge attendances upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
265	Grafton, .	892	588	.65-92	304	Clarksburg, .	153	92	.60-13
266	Montague, .	592	390	.65-88	305	Ludlow, .	238	143	.60-08
267	Charlestown, .	6,810	4,486	.65-87	306	Tisbury, .	300	180	.60-00
268	Bernardston, .	155	102	.65-81	307	Westborough, .	736	439	.59-65
269	Swansea, .	228	150	.65-79	308	Brookline, .	1,235	734	.59-43
270	N. Braintree, .	131	86	.65-65	309	Middleboro', .	917	544	.59-32
271	Mt. Washin'n, .	64	42	.65-63	310	Granville, .	340	200	.58-82
272	Northbridge, .	752	491	.65-29	311	Marlboro', .	2,215	1,302	.58-78
273	Mattapoisett, .	262	171	.65-27	312	Williamstown, .	653	383	.58-65
274	Sharon, .	267	174	.65 17	313	Blackstone, .	1,131	662	.58-53
275	Milton, .	488	318	.65-16	314	Southampton, .	214	124	.57-94
276	Southboro', .	390	254	.65-13	315	Newburyport, .	2,544	1,470	.57-78
277	Oxford, .	504	328	.65-08	316	Lynn, .	6,808	3,920	.57-58
278	Saugus, .	487	316	.64-89	317	Holden, .	436	247	.56-65
279	Hardwick, .	425	275	.64-71	318	Lawrence, .	4,847	2,731	.56-34
280	Russell, .	150	97	.64 67	319	Agawam, .	408	228	.55-88
281	Cheshire, .	409	264	.64-55	320	Dudley, .	596	331	.55-54
282	Adams, .	2,487	1,602	.64-41	321	Webster, .	810	441	.54-44
283	Stockbridge, .	406	261	.64-29	322	Boxford, .	164	89	.54-27
284	Goshen, .	70	45	.64-28	323	Easthampton, .	864	454	.52-55
285	Rochester, .	181	116	.64-09	324	Pittsfield, .	2,722	1,426	.52-39
286	Whately, .	225	144	.64-00	325	Lanesboro', .	340	178	.52-35
287	Monson, .	549	349	.63-57	326	W. Stockb'ge, .	398	208	.52-26
288	Nahant, .	99	62	.62-63	327	Ware, .	1,018	530	.52-06
289	Gt. Barrin'g'n, .	904	566	.62-61	328	Randolph, .	1,024	532	.51-95
290	No. Reading, .	163	102	.62-57	329	Fall River, .	6,894	3,545	.51-42
291	Buckland, .	415	259	.62-41	330	Salem, .	5,420	2,745	.50-65
292	Salisbury, .	711	443	.62-31	331	Washington, .	188	95	.50-53
293	Egremont, .	151	94	.62-25	332	Palmer, .	790	398	.50-38
294	Bedford, .	187	115	.61-50	333	Hancock, .	157	79	.50-32
295	Maynard, .	431	265	.61-48	334	Millbury, .	937	466	.49-73
296	Hinsdale, .	350	215	.61-43	335	Newbury, .	213	105	.49-30
297	Brimfield, .	244	149	.61-07	336	New Ashford, .	46	22	.47-82
298	Winchendon, .	759	463	.61-00	337	Chicopee, .	2,118	981	.46-32
299	Acushnet, .	199	121	.60-80	338	Southbridge, .	1,098	499	.45-45
300	Groveland, .	394	239	.60-66	339	Mashpee, .	85	36	.42-35
301	Dover, .	129	78	.60-46	340	Holyoke, .	2,318	976	.42-11
302	Harwich, .	815	492	.60-37	341	Gosnold, .	17	7	.41-18
303	Northboro', .	290	175	.60-35	342	Sutton, .	787	290	.36-75

## GRADUATED TABLES—THIRD SERIES.

## [COUNTY TABLES.]

*Table, in which all the Towns in the respective Counties in the State are numerically arranged, according to the average attendance of their children upon the Public Schools, for the year 1872-73.*

[For an explanation of the principles on which these Tables are constructed, see *ante*, p. xciv.]

## BARNSTABLE COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	BARNSTABLE, .	852	724	.84-97	8	Orleans, .	235	176	.74-90
2	Sandwich, .	728	606	.83-24	9	Dennis, .	683	510	.74-67
3	Wellfleet, .	485	396	.81-65	10	Falmouth, .	394	286	.72-59
4	Eastham, .	150	122	.81-33	11	Brewster, .	260	180	.69-23
5	Chatham, .	543	429	.79-00	12	Truro, .	268	178	.66-42
6	Provincetown, .	812	640	.78-82	13	Harwich, .	815	492	.60-37
7	Yarmouth, .	367	275	.74-93	14	Mashpee, .	85	36	.42-35

## BERKSHIRE COUNTY.

1	RICHMOND, .	214	168	.78-50	17	Mt. Washin'n, .	64	42	.65-63
2	N. Marlboro', .	392	304	.77-55	18	Cheshire, .	409	264	.64-55
3	Becket, .	273	208	.76-19	19	Adams, .	2,487	1,602	.64-41
4	Otis, .	202	152	.75-25	20	Stockbridge, .	406	261	.64-29
5	Peru, .	99	74	.74-75	21	Gt. Barrington, .	904	566	.62-61
6	Lenox, .	361	266	.73-68	22	Egremont, .	151	94	.62-25
7	Windsor, .	125	92	.73-60	23	Hinsdale, .	350	215	.61-43
8	Monterey, .	143	103	.72-03	24	Clarksburg, .	153	92	.60-13
9	Tyringham, .	113	81	.71-68	25	Williamstown, .	653	383	.58-65
10	Sandisfield, .	284	202	.71-13	26	Pittsfield, .	2,722	1,426	.52-39
11	Savoy, .	143	101	.70-63	27	Lanesboro', .	340	178	.52-35
12	Sheffield, .	369	260	.70-46	28	W. Stockb'ge, .	398	208	.52-26
13	Florida, .	229	158	.68-99	29	Washington, .	188	95	.50-53
14	Dalton, .	257	176	.68-48	30	Hancock, .	157	79	.50-32
15	Alford, .	68	45	.66-18	31	New Ashford, .	46	22	.47-82
16	Lee, .	849	560	.65-96					

## BRISTOL COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age, in each town.	Av'ge attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
1	SNEEKONK, .	153	132	.86-27	11	Freetown, .	234	162	.69-23
2	Raynham, .	274	233	.85-04	12	Westport, .	547	378	.69-10
3	Fairhaven, .	470	379	.80-64	13	Taunton, .	3,427	2,364	.68-98
4	Somerset, .	329	255	.77-51	14	Mansfield, .	483	333	.68-94
5	Berkley, .	120	92	.76-67	15	Attleboro', .	1,425	947	.66-46
6	Dighton, .	296	224	.75-68	16	Easton, .	821	544	.66-26
7	Norton, .	267	191	.71-53	17	Swansea, .	228	150	.65-79
8	Dartmouth, .	518	367	.70-85	18	Acushnet, .	199	121	.60-80
9	Rehoboth, .	335	237	.70-75	19	Fall River, .	6,894	3,545	.51-42
10	N. Bedford, .	3,970	2,799	.70-50					

## DUKES COUNTY.

1	EDGARTOWN, .	318	265	.83-33	4	Tisbury, .	300	180	.60-00
2	Gay Head, .	30	25	.83-33	5	Gosnold, .	17	7	.41-18
3	Chilmark, .	88	71	.80-68					

## ESSEX COUNTY.

1	HAVERHILL, .	2,321	2,080	.89-62	18	Amesbury, .	990	716	.72-33
2	Lynnfield, .	116	99	.85-35	19	N. Andover, .	562	404	.71-88
3	Topsfield, .	217	184	.84-79	20	Methuen, .	576	414	.71-87
4	Rockport, .	777	644	.82-88	21	Essex, .	348	249	.71-55
5	Rowley, .	206	166	.80-58	22	Marblehead, .	1,607	1,141	.71-00
6	Wenham, .	169	136	.80-47	23	Peabody, .	1,503	1,019	.67-79
7	Georgetown, .	446	356	.79-82	24	Ipswich, .	560	370	.66-07
8	Manchester, .	284	226	.79-58	25	Saugus, .	487	316	.64-89
9	Andover, .	726	575	.79-20	26	Nahant, .	99	62	.62-63
10	Swampscott, .	355	280	.78-87	27	Salisbury, .	711	443	.62-31
11	Hamilton, .	140	109	.77-86	28	Groveland, .	394	239	.60-66
12	Gloucester, .	3,247	2,500	.76-99	29	Newburypo't, .	2,544	1,470	.57-78
13	W. Newbury, .	449	342	.76-17	30	Lynn, .	6,808	3,920	.57-58
14	Bradford, .	396	300	.75-76	31	Lawrence, .	4,847	2,731	.56-34
15	Danvers, .	1,180	882	.74-75	32	Boxford, .	164	89	.54-27
16	Middleton, .	202	147	.72-77	33	Salem, .	5,420	2,745	.50-65
17	Beverly, .	1,390	1,010	.72-66	34	Newbury, .	213	105	.49-30

## FRANKLIN COUNTY.

1	SHELBURNE, .	241	264	1.09-54	3	Erving, .	117	108	.92-31
2	Warwick, .	123	114	.92-68	4	Heath, .	118	106	.89-93

## FRANKLIN COUNTY—CONCLUDED.

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.			No. of children between 5 and 15 years of age in each town.	Average attendance upon School.
		Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	
5	Leverett, .	143	120 .83-92	16	Rowe, .	142	104 .73-24
6	Monroe, .	42	35 .83-33	17	Conway, .	305	220 .72-13
7	Leyden, .	95	79 .83-16	18	Gill, .	131	94 .71-76
8	Sunderland, .	160	133 .83-13	19	Wendell, .	80	57 .71-25
9	Orange, .	394	319 .80-96	20	Deerfield, .	686	478 .69-68
10	Charlemont, .	204	165 .80-88	21	New Salem, .	162	112 .69-14
11	Coleraine, .	324	253 .78-09	22	Greenfield, .	648	432 .66-67
12	Hawley, .	124	95 .76-61	23	Montague, .	592	390 .65-88
13	Northfield, .	340	260 .76-47	24	Bernardston, .	155	102 .65-81
14	Shutesbury, .	118	90 .76-27	25	Whately, .	225	144 .64-00
15	Ashfield, .	215	163 .75-81	26	Buckland, .	415	259 .62-41

## HAMPDEN COUNTY.

1	HOLLAND, .	82	68	.82-93	12	W. Springf'd, .	577	388	.67-24
2	Westfield, .	1,220	981	.80-41	13	Russell, .	150	97	.64-67
3	Blandford, .	201	157	.78-11	14	Monson, .	549	349	.63-57
4	Springfield, .	4,331	3,378	.77-99	15	Brimfield, .	244	149	.61-07
5	Tolland, .	118	89	.75-42	16	Ludlow, .	238	143	.60-08
6	Chester, .	255	192	.75-30	17	Granville, .	340	200	.58-82
7	Longmeadow, .	261	196	.75-09	18	Agawam, .	408	228	.55-88
8	Wales, .	135	101	.74-82	19	Palmer, .	790	398	.50-38
9	Wilbraham, .	393	292	.74-30	20	Chicopee, .	2,118	981	.46-32
10	Montgomery, .	59	43	.72-88	21	Holyoke, .	2,318	976	.42-11
11	Southwick, .	205	140	.68-29					

## HAMPSHIRE COUNTY.

1	GRANBY, .	145	158	1.08-96	13	Chesterfield, .	134	100	.74-63
2	Plainfield, .	76	79	1.03-94	14	Middlefield, .	161	120	.74-53
3	Huntington, .	195	171	.87-69	15	Williamsb'rg, .	514	383	.74-51
4	Amherst, .	681	571	.83-85	16	Greenwich, .	107	77	.71-96
5	Cummington, .	193	159	.82-38	17	Hadley, .	476	336	.70-59
6	S. Hadley, .	534	436	.81-65	18	Northampt'n, .	2,139	1,509	.70-55
7	Westhampt'n, .	134	108	.80-60	19	Pelham, .	134	93	.69-40
8	Worthington, .	153	122	.79-74	20	Goshen, .	70	45	.64-28
9	Prescott, .	93	74	.79-57	21	Southampt'n, .	214	124	.57-94
10	Belchertown, .	467	369	.79-02	22	Easthampt'n, .	864	454	.52-55
11	Enfield, .	180	141	.78-33	23	Ware, .	1,018	530	.52-06
12	Hatfield, .	291	218	.74-91					

## MIDDLESEX COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.			Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.			Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	
1	LITTLETON, .	203	248	1.22-16		29	Arlington, .	699	539	.77-11	
2	Tyngsboro', .	110	119	1.08-18		30	Sherborn, .	160	123	.76-88	
3	Lexington, .	363	367	1.01-10		31	Stoneham, .	914	701	.76-70	
4	Melrose, .	626	624	.99-68		32	Wayland, .	234	176	.75-21	
5	Boxboro', .	79	75	.94-94		33	Tewksbury, .	204	153	.75-00	
6	Acton, .	292	272	.93-15		34	Pepperell, .	325	243	.74-77	
7	Waltham, .	1,357	1,237	.91-16		35	Carlisle, .	83	62	.74-70	
8	Reading, .	532	480	.90-23		36	Billerica, .	394	294	.74-62	
9	Dracut, .	325	292	.89-85		37	Brighton, .	998	743	.74-45	
10	Somerville, .	2,932	2,598	.88-61		38	Sudbury, .	231	171	.74-03	
11	Weston, .	180	159	.88-33		39	Dunstable, .	96	71	.73-96	
12	Westford, .	240	210	.87-50		40	Groton, .	373	273	.73-19	
13	Wilmington, .	163	140	.85-89		41	Lowell, .	6,299	4,560	.72-39	
14	Winchester, .	553	470	.84-99		42	Woburn, .	2,047	1,488	.72-20	
15	Ashby, .	190	160	.84-21		43	Cambridge, .	8,260	5,930	.71-79	
16	Ayer, .	350	293	.83-71		44	Wakefield, .	877	629	.71-72	
17	Belmont, .	314	261	.83-12		45	Hudson, .	780	557	.71-41	
18	Newton, .	2,525	2,096	.83-01		46	Shirley, .	258	183	.70-93	
19	Townsend, .	364	296	.81-32		47	Stow, .	213	151	.70-89	
20	Hopkinton, .	1,098	891	.81-15		48	Concord, .	482	341	.70-75	
21	Malden, .	1,603	1,285	.80-16		49	Watertown, .	884	620	.70-14	
22	Medford, .	1,080	865	.80-09		50	Chelmsford, .	479	333	.69-52	
23	Framingham, .	865	689	.79-65		51	Holliston, .	678	469	.69-17	
24	Everett, .	541	428	.79-11		52	Charlestown, .	6,810	4,486	.65-87	
25	Ashland, .	444	350	.78-83		53	No. Reading, .	163	102	.62-57	
26	Burlington, .	93	73	.78-49		54	Bedford, .	187	115	.61-50	
27	Natick, .	1,403	1,096	.78-12		55	Maynard, .	431	265	.61-48	
28	Lincoln, .	135	105	.77-78		56	Marlborough, .	2,215	1,302	.58-78	

## NANTUCKET COUNTY.

NANTUCKET, . . . . .	584	439	.75-30
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## NORFOLK COUNTY.

1	NEEDFIELD, .	150	134	.89-33	9	Bellingham, .	212	159	.75-00
2	Needham, .	820	676	.82-44	10	Holbrook, .	318	232	.72-96
3	Walpole, .	314	256	.81-53	11	Norfolk, .	216	156	.72-22
4	W. Roxbury, .	1,620	1,317	.81-30	12	Quincy, .	1,587	1,136	.71-58
5	Medway, .	668	524	.78-44	13	Hyde Park, .	1,317	938	.71-22
6	Weymouth, .	1,935	1,502	.77-62	14	Dedham, .	1,051	744	.70-79
7	Stoughton, .	1,087	837	.77-00	15	Cohasset, .	454	320	.70-48
8	Wrentham, .	381	286	.75-07	16	Braintree, .	722	504	.69-81

## NORFOLK COUNTY—CONCLUDED,

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
17	Norwood, .	413	286	.69-25	22	Milton, .	488	318	.65-16
18	Foxboro', .	516	356	.68-99	23	Dover, .	129	78	.60-46
19	Franklin, .	546	376	.68-86	24	Brookline, .	1,235	734	.59-43
20	Canton, .	865	575	.66-47	25	Randolph, .	1,024	532	.51-95
21	Sharon, .	267	174	.65-17					

## PLYMOUTH COUNTY.

1	KINGSTON, .	258	220	.85-27	14	Duxbury, .	447	321	.71-81
2	Marion, .	190	155	.81-58	15	Hanson, .	217	154	.70-96
3	Plymouth, .	1,115	901	.80-81	16	Hingham, .	726	513	.70-94
4	Marshfield, .	319	253	.79-31	17	S. Scituate, .	293	205	.69-97
5	Bridgewater, .	657	520	.79-15	18	Pembroke, .	249	174	.69-88
6	Halifax, .	95	75	.78-95	19	N. Bridgew'r, .	1,647	1,149	.69-76
7	E. Bridgew'r, .	543	424	.78-08	20	Hull, .	41	28	.68-29
8	Carver, .	187	144	.77-00	21	Wareham, .	595	399	.67-06
9	Abington, .	2,179	1,661	.76-23	22	Hanover, .	321	212	.66-04
10	Lakeville, .	210	160	.76-19	23	Mattapoisett, .	262	171	.65-27
11	W. Bridgew'r, .	352	267	.75-85	24	Rochester, .	181	116	.64-09
12	Scituate, .	473	358	.75-69	25	Middleboro', .	917	544	.59-32
13	Plympton, .	165	120	.72-73					

## SUFFOLK COUNTY.

1	WINTHROP, .	107	93	.86-91	3	Chelsea, .	3,192	2,641	.82-74
2	Revere, .	244	204	.83-61	4	Boston, .	46144	34015	.73-71

## WORCESTER COUNTY.

1	OAKHAM, .	168	169	1.00-60	12	Princeton, .	231	199	.86-15
2	Lunenburg, .	162	161	.99-38	13	Phillipston, .	150	126	.84-00
3	Lancaster, .	279	276	.98-82	14	Barre, .	392	327	.83-42
4	Royalston, .	224	215	.95-98	15	Sterling, .	290	240	.82-76
5	Boylston, .	144	138	.95-83	16	Mendon, .	235	193	.82-13
6	Warren, .	381	357	.93-70	17	Charlton, .	357	293	.82-07
7	Ashburnham, .	425	395	.92-94	18	Shrewsbury, .	264	216	.81-82
8	Westminster, .	317	293	.92-43	19	Hubbardston, .	287	234	.81-53
9	Petersham, .	191	170	.89-01	20	Athol, .	568	453	.79-75
10	Leominster, .	691	604	.87-41	21	Clinton, .	1,027	818	.79-65
11	Paxton, .	120	104	.86-67	22	Upton, .	367	292	.79-56



## WORCESTER COUNTY—CONCLUDED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
23	Harvard, .	246	193	.78-46	41	Auburn, .	224	150	.66-96
24	W. Boylston, .	607	474	.78-09	42	Sturbridge, .	392	260	.66-33
25	Spencer, .	875	673	.76-91	43	Grafton, .	892	588	.65-92
26	Dana, .	111	84	.75-68	44	N. Braintree, .	131	86	.65-65
27	Fitchburg, .	2,196	1,649	.75-09	45	Northbridge, .	752	491	.65-29
28	Templeton, .	490	367	.74-90	46	Southboro', .	390	254	.65-13
29	N. Brookfield, .	807	604	.74-85	47	Oxford, .	504	328	.65-08
30	Bolton, .	198	146	.73-74	48	Hardwick, .	425	275	.64-71
31	Leicester, .	483	356	.73-71	49	Winchendon, .	759	463	.61-00
32	Rutland, .	227	164	.72-25	50	Northboro', .	290	175	.60-35
33	W. Brookfield, .	371	268	.72-24	51	Westboro', .	736	439	.59-65
34	Douglas, .	368	264	.71-74	52	Blackstone, .	1,131	662	.58-53
35	Worcester, .	8,432	6,049	.71-73	53	Holden, .	436	247	.56-65
36	Milford, .	2,423	1,735	.71-61	54	Dudley, .	596	331	.55-54
37	Brookfield, .	504	353	.70-04	55	Webster, .	810	441	.54-44
38	Gardner, .	673	469	.69-69	56	Millbury, .	937	466	.49-73
39	Berlin, .	216	149	.68-98	57	Southbridge, .	1,098	499	.45-45
40	Uxbridge, .	628	429	.68-31	58	Sutton, .	787	290	.36-75

*TABLE in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools for the year 1872-73.*

For 1871-72.	For 1872-73.	COUNTIES.	Ratio of Attendance.
2	1	BARNSTABLE, . . . . .	.75-63
4	2	Middlesex, . . . . .	.75-39
12	3	Nantucket, . . . . .	.75-30
5	4	Franklin, . . . . .	.74-55
9	5	Suffolk, . . . . .	.74-37
6	6	Plymouth, . . . . .	.73-08
3	7	Dukes, . . . . .	.72-78
7	8	Norfolk, . . . . .	.71-72
1	9	Hampshire, . . . . .	.71-07
8	10	Worcester, . . . . .	.70-66
14	11	Essex, . . . . .	.65-43
10	12	Bristol, . . . . .	.64-09
11	13	Hampden, . . . . .	.63-67
13	14	Berkshire, . . . . .	.63-11

#### AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State, .	287,090
Average attendance, . . . . .	202,882
Ratio of attendance to the whole number between 5 and 15 years of age, expressed in decimals, . . . . .	.70-67



# INDEX.

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## REPORTS OF THE BOARD OF EDUCATION AND OF ITS SECRETARY AND AGENTS.

*(For Index of Town School Reports, see following pages.)*

- Abstracts of School Committees' Reports. (See Abstracts which follow the Report of the Secretary.)
- Agents of the Board, Reports of, 55, 85, 91.
- American Asylum at Hartford, number of pupils, admissions, and amount paid by the State, 117.  
extracts from Report of Principal of, 117.
- Appropriations and expenditures. (See Report of Treasurer.)  
annual increase of, 110.
- Art-Education in Public Schools. (See Drawing.)
- Attendance at school, 110; irregularity of, and non-attendance, 127.  
in Public Schools, 110.  
in Academies and Private Schools, 111; law concerning, 137.
- Bell, A. M., Prof., labors of, for deaf-mutes, 118, 120.
- Board of Education, Report of, 5.
- Boston School for deaf-mutes. (See Abstracts of School Committees' Reports, 199.)  
number of pupils of, admissions, and amount paid by the State, 117.
- Bridgewater Normal School, Report of Visitors of, 21.  
prosperous condition of, 21; teachers, statistics, &c., of, 22, 23.
- Children in Manufacturing Establishments, 140.  
may attend school where parents do not reside, 142.
- Clarke Institution for Deaf-Mutes, statistics of, 117.  
number of pupils, admissions, and amount paid by the State, 117.  
extracts from Report of, 120.
- Compulsory attendance, 127, 137, 138, 140, 144.
- Cousin, his "Account of German Schools," 7.
- Deaf-mutes, statistics of, in American Asylum, 117.  
statistics in Clarke Institution, 117.  
statistics in Boston School, 117.  
number of, in New England not receiving an education, 117.  
"visible speech" of, 118, 120.  
"lip-reading" for, 119.
- District System, evils of, 87.
- Drawing, industrial art-education, 55.  
in Public Schools, 57, 128.  
collection of examples for, and exhibition of, 61, 69.

- Drawing, free industrial drawing-classes, 61; thirteen years' course in Public Schools, 63;  
in Primary, Grammar and High Schools, 63; in night-classes, 66.  
report of State Board of Examiners of, 69, *et seq.*; awards to students in, 81.  
by deaf-mutes, 118.
- Education of the people, importance of aid by the State, 7.
- Exposition at Vienna, Resolve concerning, 147; contributions for, 147.
- Framingham Normal School, 14.  
statistics and condition of, 14.
- Free Institute of Industrial Science, founders, organization and object of, 123.
- Grammar Schools, drawing in, 63.
- Half-mill State tax for Public Schools, 8.
- Hartford Asylum for Deaf-Mutes. (See American Asylum, &c.)
- High Schools, drawing in, 64.
- Industrial Art-Education, Second Annual Report on, 55.
- Institutes for Teachers. (See Teachers' Institutes.)
- Illiteracy in Massachusetts, 112; in other States, 116, 116.  
number who cannot read or write, 112, 114.
- Legislation in 1873 concerning schools, supplying school-books, 130.  
concerning election of superintendents, 131.  
concerning compensation of school committees, 131.  
concerning truant children and absentees from school, 131.  
concerning attendance of children at school, 136, *et seq.*  
relating to Teachers' Institutes, duty of school committees, &c., 142.  
concerning Exposition at Vienna, 147.
- Manufacturing establishments, concerning education of children in, 140.
- Normal Art-School, establishment and prospects of, 10; regulations of, &c., 46, *et seq.*  
admissions to, forms of application, appropriations and expenditures for, 52;  
Resolves concerning, 145; success of, 146.
- Normal Schools, success and importance of, 5, 128.  
appropriations and expenditures for, 50, *et seq.*  
drawing-classes in, 59.  
number of teachers from, actually employed in different counties, 129.
- Phipps, Abner J., Report of, as General Agent of the Board, 91.
- Primary Schools, drawing in, 63.
- Report of State Director of Art-Education, 55.
- Report of General Agent of the Board, 91.
- Reports of Special Agents of the Board, 55, 85, 91.
- Report of Board of Education, 5.
- Report of Secretary of the Board, 107.
- Reports of School Committees. (See Abstracts.)
- Report of Treasurer of the Board, 50.
- Report of Visitors of Normal Schools, at—  
Framingham, 14.  
Westfield, 17.  
Bridgewater, 21.  
Salem, 25.  
Worcester, 29.

## INDEX.

cix

Russell, Prof. William, biographical notice of, 148.

Salem Normal School, Report of Visitors of, 25.

    increasing number of pupils in, 25; teachers and advantages of, 25; statistics of, 26.

School attendance, 95.

School committee, Act concerning duties of, 142.

School reports, character of, 127.

School supervision, 8, 9, 131.

School-houses and furnishings, 94.

Schools, Public, statistics of, 107.

    number of classes in, 88.

    course of study to be prescribed for, by school committee, 142.

    organizing of, 142.

Secretary of Board of Education, Report of, 105.

Smith, Walter, Second Annual Report of, 55.

    industrial art-education, presented by, 56.

    appendix to report of, A, thirteen years' course in Public Schools, 63; B, industrial drawing in night-classes, 66; C, Report of State Board of Examiners, 69.

Special Agents, Reports of, 55, 85.

    appropriations for, 54.

State aid, appropriations for, 52.

State tax for Public Schools, 8.

Statistics of Public Schools, 96, 97, 107.

    summary of, 107.

Supervision of Public Schools, 8.

    districting the State for, 9.

Superintendents of Schools, of cities and towns, 9.

    Act concerning election of, 131.

Tables, graduated, of Statistics. (See Appendix.)

Tax, half-mill, importance and necessity of, 8.

Teachers, certificates of qualification of, 10.

Teachers' Institutes, management and importance of, 6, 98, 125.

    towns in which they have been held since 1845, 125.

    number of, annually held and attendance, 101, 125, 126.

    amount annually expended for, 101.

    Act concerning, 142.

Town Reports. (See extracts which follow the Report of the Secretary.)

Treasurer's Report, 50.

Vienna Exposition, contributions and Commissioner to, 147.

Walton, George A., Report of, as Special Agent of the Board, 85.

Westfield Normal School, Report of Visitors of, 17.

    statistics of, 17; boarding-house for, 18; satisfactory condition of, 19.

White, Joseph, Report of, as Treasurer of the Board, 50.

    report of, as Secretary of the Board, 107.

Worcester Normal School, Report of Hon. Henry Chapin concerning, 29.

    establishment of, and appropriations for, 29.

    building for, 30, 31.

Worcester Free Institute of Industrial Science, 122.

    founders, organization and object of, 123.

TOPICS IN THE ABSTRACTS OF SCHOOL COMMITTEES' REPORTS.

- Absenteeism**, 3, 8, 20, 162, 173, 175, 209.  
     regulations concerning, 8, 43.
- Apparatus**, 21.
- Appropriations too small and schools too many**, 82, 93, 148.
- Arithmetic**, study of, 90, 178.
- Attendance**, 21, 37, 43, 54, 129, 213, 219, 225.  
     irregular, 12, 17, 20, 54, 79, 84, 149, 163, 192, 213, 215.  
     regulation concerning, 43, 45.  
     compulsory, 5, 11, 12, 13, 22, 35, 38, 54, 55, 65, 101, 102, 187, 188, 189, 192, 193, 208, 209, 210, 214, 225.  
     compulsory, not a failure, 225.  
     testimony of Gen. Hazen concerning, in Prussian Schools, 55.
- Boston**, schools of, 193.  
     report of superintendent of, 193.  
     Normal School in, 193; special schools in, 196.  
     Evening Drawing Schools, 193; Evening High School, 197; Elementary Evening Schools, 198; Schools for Licensed Minors, 199; School for Deaf-Mutes, 199; Kindergarten School, 200; Sewing, 200; Drawing, 201.
- Children employed in manufacturing establishments**, 21, 132, 208.  
     neglected, 133.
- Common School System**, advance in, 81, 117.
- Composition**, 134.
- Cooperation of parents**, 74, 83, 91, 179.  
     of agents and overseers, 133, 208.
- Corporal punishment**, 87, 122, 160.
- Deaf-mutes**, schools for, 199.
- Discipline**, lack of, 14, 16, 122, 211.
- District system**, 18, 152.  
     abolition of, 87.
- Drawing**, 4, 8, 13, 19, 33, 49, 68, 71, 73, 77, 98, 101, 111, 113, 115, 122, 125, 129, 130, 134, 146, 149, 150, 173, 174, 187, 190, 202, 206, 220.  
     exhibition of specimens of, 125, 130.  
     class or school for teachers, 33, 44, 49, 78, 92, 101, 134, 146, 202, 220.  
     on a blackboard, 120.  
     models, casts and charts for, 121, 125.
- Education**, political importance of, 4, 15, 20, 30, 74, 112, 188, 192, 217.  
     compulsory, 5, 11, 12, 13, 22, 35, 38, 54, 55, 65, 101, 102, 187, 189, 192, 193, 210, 214.  
     text-books, methods of instruction and course of study, 124, 189.  
     true theory of Common School, in Germany, 152.
- Eliot School**, Roxbury, History of, 182, *et seq.*
- Evening Schools**, 14, 44, 49, 56, 70, 85, 122, 129, 151, 223.
- Examination of schools**, 64, 91, 99, 163.
- Free text-books**, 22, 42, 135, 180.
- Factory Schools**, 23.
- Female teachers**, 7.  
     salaries of, 7, 66, 137, 189.  
     number of, 180.

## INDEX.

cxix

- Geography, study of, 40, 90, 127, 163.  
Government and discipline, 16, 67, 159.  
Graded Schools, 3, 4, 93, 111, 207, 227.  
Grammar, study of, 40, 47, 71, 72, 123, 169, 177.  
Grammar Schools, studies in, 64, 121, 175, 189.  
    methods of teaching in, 124.  
    dictation exercises and memorizing in, 168.  
  
Half-time Schools, 75.  
High Schools, 85, 163; studies in, 9, 48, 73, 121, 139, 189.  
    graduates of, 116, 139.  
    building for, and studies in, 119.  
    methods of instruction in, and course of study, 124.  
    importance of, 212.  
History, method of teaching, 113, 129, 170.  
  
Industrial Education, 32, 115, 138, 141, 202.  
    Drawing Schools, 82, 67, 68, 77, 92, 98, 111, 121, 122, 130, 141, 203.  
  
Kindergarten Schools, 38, 126, 145, 200.  
  
Language, study of, 9, 40, 167, 181.  
Libraries, benefit of, 111.  
  
Moral instruction in school, 225.  
Morals and manners, 17, 24, 31, 40, 69, 204.  
Municipal system preferred, 151.  
Music in schools, 45, 76, 101, 113, 134, 174.  
  
Normal Schools, 62, 79, 193.  
    methods of teaching in, 88, 117.  
  
Object-teaching, 10.  
Oral instruction, 133, 165.  
  
Parents, relation and duty of, to teachers, 14, 34, 46, 85, 216.  
    duty of, to schools, 14, 15, 20, 21, 34, 37, 43, 46, 63, 67, 79, 88, 182, 190, 208.  
Primary Schools, qualifications of teachers for, 4, 115, 140, 207.  
    salary of teachers of, 137.  
    instruction in, 112, 114, 140, 165.  
    leaves and flowers in, 100.  
    importance of, 44, 66, 96, 114, 190, 207.  
    script-writing in, 167.  
Pronunciation, 23.  
  
Rice, Thomas, Jr., Hon., tribute to memory of, 137.  
Reading, 99, 140, 165, 211.  
    Dr. Leigh's phonetic system of, 118, 166.  
    script-writing an aid to, 167.  
Ross, Joseph L., Esq., gift of, to Primary School of Ipswich, 46.  
  
Salaries and wages of teachers, 7, 37, 71, 137.  
Sargent, W. P., historical address, 57.  
School-books, free of cost, to pupils, 22, 42, 135, 180.  
    defects of, 155, 219.  
School-houses, 18, 86.  
    should be carefully kept and preserved, 191.



- Schools, Public,** grading of, 3, 4, 111, 114, 227.  
 classification of, 5, 33, 103, 132, 162, 175.  
 attitudes of pupils in, 16.  
 teaching in, 16, 36, 120, 222, 224.  
 government of, 16, 67, 110, 156, *et seq.*, 191, 211, 222.  
 how many hours to be kept? for boys, 24; for girls, 26; for teachers, 27.  
 "measuring education" in, 28.  
 cramming system in, 29.  
 length of terms of, 31, 18, 97.  
 supervision of, 32, 146.  
 near-sightedness in, statistics in Prussian schools, 69.  
 health of pupils in, 80, 113, 120, 161, 204.  
 a century ago, 81.  
 rights of teachers of, in school-room, 87.  
 management of, 93, 114, 159.  
 conveying pupils of, 97, 191, 205, 214.  
 benefit of public library to, 111.  
 summer vacations in, 117.  
 text-books in, use of, 124.  
 procuring teachers for, difficulty of, 128.  
 incapables in, 133.  
 order, 159; subordination, 159; coercion, &c., 160.  
 dictation exercises and memorizing in, 168.  
 persons over fifteen not excluded from, by law, 206.  
 moral instruction in, 225.
- Spelling,** 41.
- Study out of school-hours,** 35.
- Superintendent of schools,** 32, 155, 175.
- Tax, State, for Public Schools,** 6, 151, 180, 215.  
 half-mill, 6, 180, 215.
- Teachers' Institutes,** 83, 205, 218.
- Teachers, salaries of,** 7, 37, 84, 136, 189.  
 qualifications of, 9, 16, 17, 23, 36, 112, 120, 172, 216, 221, 224.  
 meetings of, 10, 90, 218, 221.  
 drawing class for, 33, 44.  
 approval of, for Catholic schools, 47.  
 rights of, in school-room, 87.  
 training of, 141, *et seq.*  
 unconscious influence of, 154.  
 improvement of, 223.
- Thoroughness in study,** 35, 63, 114, 148, 162.
- Training Schools, or classes,** 88, 116, 119, 139, 141, 143, *et seq.*, 212.  
 male and female seminaries, 145.
- Truancy,** 22, 68, 176.
- Truants,** 20, 100; truant officers, influence of, 122; truant officers, report of, 130.  
 laws for, 21, 176.  
 school for, effect of, 69, 176.
- Ventilation, importance of,** 15, 219.
- Wages,** 37, 70, 84.
- Walton, Geo. A., agent of Board, visits of,** 88, 98.
- Writing,** 140.
- Worcester, graded schools in,** 227.

# INDEX.

cxiii

## APPENDIX.

Abstract of School Returns, i.  
tabular statement of, ii.  
recapitulation of, lvi.

Evening Schools, lix.

State Reformatory Institutions, lx.

Tables, graduated, first series, showing the sum appropriated for each person between 5 and 15, lxi.  
2d series, showing the ratio of the valuation of the towns to their appropriations for schools, lxxxi.  
3d series, showing the ratio of the average attendance to the number of persons between 5 and 15 in the State, xciv.

## ABSTRACT OF SCHOOL REPORTS.

*(Towns from whose Reports Extracts are taken.)*

	Page		Page
Abington, . . . . .	113	Charlestown, . . . . .	122
Acton, . . . . .	112	Chester, . . . . .	91
Adams, . . . . .	7	Chicopee, . . . . .	92
Amherst, . . . . .	103	Clarksburg, . . . . .	8
Andover, . . . . .	36	Cummington, . . . . .	104
Arlington, . . . . .	113		
Ashburnham, . . . . .	204	Dalton, . . . . .	8
Ashfield, . . . . .	82	Dana, . . . . .	206
Ashland, . . . . .	113	Danvers, . . . . .	37
Attleborough, . . . . .	19	Dartmouth, . . . . .	20
Ayer, . . . . .	114	Deerfield, . . . . .	83
		Dennis, . . . . .	4
Barnstable, . . . . .	3	Dighton, . . . . .	21
Barre, . . . . .	205	Duxbury, . . . . .	188
Bellingham, . . . . .	162		
Belmont, . . . . .	115	Edgartown, . . . . .	35
Bernardston, . . . . .	83	East Bridgewater, . . . . .	188
Braintree, . . . . .	163	Easthampton, . . . . .	104
Brewster, . . . . .	3	Easton, . . . . .	21
Brighton, . . . . .	117		
Brimfield, . . . . .	90	Fall River, . . . . .	21
Brookfield, . . . . .	206	Framingham, . . . . .	126
Brookline, . . . . .	163		
Boston, . . . . .	195	Gardner, . . . . .	107
Boxborough, . . . . .	115	Gloucester, . . . . .	37
		Goshen, . . . . .	105
Cambridge, . . . . .	117	Grafton, . . . . .	208
Canton, . . . . .	173	Granby, . . . . .	106

	Page		Page
Great Barrington, . . . . .	9	Needham, . . . . .	175
Greenfield, . . . . .	85	New Bedford, . . . . .	24
Greenwich, . . . . .	106	New Braintree, . . . . .	213
Groton, . . . . .	127	Newburyport, . . . . .	68
Groveland, . . . . .	43	New Marlborough, . . . . .	12
		New Salem, . . . . .	88
Hadley, . . . . .	107	Newton, . . . . .	137
Hamilton, . . . . .	43	North Andover, . . . . .	70
Hanover, . . . . .	189	Northborough, . . . . .	213
Hanson, . . . . .	189	Northbridge, . . . . .	215
Hardwick, . . . . .	208	Northfield, . . . . .	89
Harwich, . . . . .	4	Northampton, . . . . .	109
Haverhill, . . . . .	44	Norwood, . . . . .	175
Heath, . . . . .	85		
Hingham, . . . . .	189	Palmer, . . . . .	97
Holbrook, . . . . .	173	Peabody, . . . . .	71
Holden, . . . . .	209	Pembroke, . . . . .	191
Hubbardston, . . . . .	210	Pepperell, . . . . .	147
Huntington, . . . . .	108	Pittsfield, . . . . .	12
Hyde Park, . . . . .	174	Plympton, . . . . .	191
		Princeton, . . . . .	216
Ipswich, . . . . .	45	Provincetown, . . . . .	4
		Quincy, . . . . .	176
Kingston, . . . . .	190		
		Randolph, . . . . .	179
Lawrence, . . . . .	47	Rehoboth, . . . . .	31
Lee, . . . . .	11	Rockport, . . . . .	72
Leicester, . . . . .	210	Rowley, . . . . .	73
Leverett, . . . . .	86	Royalston, . . . . .	216
Lexington, . . . . .	128		
Littleton, . . . . .	129	Salem, . . . . .	74
Longmeadow, . . . . .	93	Salisbury, . . . . .	79
Lowell, . . . . .	129	Sandwich, . . . . .	5
Lunenburg, . . . . .	211	Saugus, . . . . .	80
Lynn, . . . . .	51	Scituate, . . . . .	192
Lynnfield, . . . . .	62	Sharon, . . . . .	180
		Sheffield, . . . . .	14
Manchester, . . . . .	63	Sherborn, . . . . .	148
Marblehead, . . . . .	64	Somerville, . . . . .	149
Marion, . . . . .	190	South Hadley, . . . . .	111
Mashpee, . . . . .	4	Southborough, . . . . .	217
Maynard, . . . . .	132	Southbridge, . . . . .	218
Medford, . . . . .	133	South Scituate, . . . . .	192
Melrose, . . . . .	135	Southwick, . . . . .	98
Methuen, . . . . .	67	Spencer, . . . . .	218
Middlefield, . . . . .	109	Springfield, . . . . .	98
Middleborough, . . . . .	191	Sterling, . . . . .	219
Milford, . . . . .	212	Stockbridge, . . . . .	15
Milton, . . . . .	174	Stoneham, . . . . .	150
Monroe, . . . . .	88	Stoughton, . . . . .	180
Monson, . . . . .	96	Stow, . . . . .	151
Montgomery, . . . . .	97	Sutton, . . . . .	219
		Swansea, . . . . .	32
Nantucket, . . . . .	162	Taunton, . . . . .	32
Natick, . . . . .	136	Templeton, . . . . .	220

# INDEX.

CXV

	Page		Page
Tisbury, . . . . .	35	West Newbury, . . . . .	81
Tyringham, . . . . .	17	Weston, . . . . .	155
Uxbridge, . . . . .	221	Westport, . . . . .	34
Wakefield, . . . . .	152	West Roxbury, . . . . .	182
Walpole, . . . . .	181	Wilbraham, . . . . .	102
Watertown, . . . . .	154	Williamstown, . . . . .	17
Wellfleet, . . . . .	15	Winchendon, . . . . .	222
Westfield, . . . . .	100	Winchester, . . . . .	156
Westminster, . . . . .	221	Windsor, . . . . .	18
		Woburn, . . . . .	161
		Worcester, . . . . .	223





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